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GOVERNOR

STATE OF MICHIGAN
MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH
LANSING

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E-mailed 7/16/04

Michigan Department of Labor and Economic Growth (MDLEG)
Career Education Programs
GEAR UP
Policy Issuance No. 01-01 Change 3
Index: I

Date: July 16, 2004

To: GEAR UP Partner Directors:
Detroit Public Schools,
Muskegon Public Schools,
Flint Community Schools / Central Michigan University

Subject: GEAR UP (GAINING EARLY AWARENESS & READINESS FOR UNDERGRADUATE PROGRAMS)
Funding Allocations and Plan Instructions for Fiscal Year (FY) 2005

Programs Affected: GEAR UP Programs funded by the Higher Education Act

Rescissions: None

Background: Enacted in 1998, GEAR UP was signed into law as part of the Higher Education Amendments of 1998 (Public Law 105-244). **The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education.**

In 2001, the Governor designated the Michigan Department of Career Development (MDCD) now Michigan Department of Labor and Economic Growth (MDLEG) as the state agency to apply for and administer GEAR UP for the State of Michigan. MDCD received an award from the United States Department of Education (USDOE) for \$11,877,989.00 over 5 years to fund and support early college awareness activities, including awareness of financial assistance, and improved academic support including mentoring, counseling, outreach, supportive services and scholarships. Michigan's year 4 allocation is \$2,355,983.31.

GEAR UP Michigan: Reaching the Urban Centers, targets three urban Public School Systems: Detroit, Muskegon, and Flint. Specific middle schools and high schools within these systems are designated to receive GEAR UP services. The goal is to improve the entry into post secondary education of students from the targeted areas. The project leverages existing MDLEG funded programs as match dollars, outside partners match dollars and GEAR UP funds. The Michigan Workforce investment Board (MWIB) {formerly known as the Governors Workforce Commission (GWC)} has been designated as the State Advisory Board for the GEAR

UP program.

Policy: Local School Districts or designees targeted for GEAR UP services within the federal grant application shall serve as Fiscal Agents for this program. Fiscal Agents will be responsible for local program operation and administration. Fiscal Agents shall develop and submit local GEAR UP plans that address planned program activities for FY 2005 (August 15, 2004 – August 14, 2005). Fiscal Agents will have latitude in the design of GEAR UP local service strategies. The required program design elements and budget parameters set forth as attachments to this policy issuance shall be incorporated into local plans. The Grant Award Notice provided, authorizing local GEAR UP sites for year 3 funding, is contingent upon the receipt and approval of the local plan by MDCD.

Action: GEAR UP Fiscal Agent officials **shall** prepare and submit, attachments III, IV, and V within 30 days of this PI. This includes a Year 4- work plan of 10 pages or less that includes the following information:

1. Specific activities uncompleted from year 1 & 2 & 3.
2. Specific activities planned for year 4.
3. Timelines for year 4 project activities and uncompleted year 3 activities.
4. Project benchmarks and outcomes to be achieved in the fourth year.
5. **Specific narrative on how Michigan's Career Preparation System (Career Pathways), the King - Chavez - Parks initiative, College Days program and local school improvement plan will be aligned with GEAR UP services.**
6. Line item budget and budget narrative.

Plans are required to be submitted by means of the Internet E-mail system to beamishm@michigan.gov. Two hard copies of pages requiring original signatures must also be submitted within 30 days to:

Mr. Michael Beamish, GEAR UP Project Director
Office of Postsecondary Services
Michigan Department of Career Development
Victor Office Center, 4th Floor
201 North Washington Square
Lansing, Michigan 48913

Inquiries: Questions regarding this policy issuance should be directed to Michael Beamish at 517-241-6806 or beamishm@michigan.gov or Sheree Price at 517-335-5846 or prices1@michigan.gov.

In accordance with the Americans with Disabilities Act, the information contained in this policy issuance will be made available in alternative format (large type, audio type, etc.) upon request to this office.

Expiration

Date: August 14, 2005

(SIGNED)

James Folkening
Director
Postsecondary Services

Attachment(s)

Attachment I

GEAR UP Michigan: Reaching the Urban Centers
Funding and Program Design

Funding Allocations

Five (5) year allocations are based on the total students to be served by each participating school district, following deductions for site staffing costs, state discretionary funds and scholarships. Each sites' percentage of the statewide total students to be served was applied to the remaining funds. Annual site allocations are based on this formula and the projected annual federal allocation to the state. Five year funding allocations for each site are incorporated in the budget section. Continued funding allocations are contingent on satisfactory site performance, the submission of an acceptable annual report, and the availability of federal funds.

Distribution of Funds:

Total state allocation - \$11,877,989.00

Scholarships - \$6,212, 735.00

State discretionary funds - \$1,023,619.39

Site salaries and fringe benefits - \$3,057,890.07

Balance available for site Early Intervention Services - \$1,583,744.54

Students to be Served:

Recipient	Year					Unduplicated Total
	1	2	3	4	5	
Detroit Public Schools	2835	2835	2835	2835	2835	2835 / 62 %
Flint Community Schools	300	600	900	1200	1500	1500 / 33 %
Muskegon Public Schools	225	225	225	225	225	225 / 5 %
Statewide	3360	3660	3960	4260	4560	4560 / 100 %

Total projected allocation over 5-years:

Detroit Public Schools

Site Early Intervention Services - \$981,921.78

Site Salaries and Fringe Benefits - \$1,865,033.35

Total- \$2,846,955.13

Flint Community Schools

Site Early Intervention Services - \$519,610.79

Site Salaries and Fringe Benefits - \$596,428.36

Total- \$1,116,039.15

Muskegon Public Schools

Site Early Intervention Services - \$79,462.24

Site Salaries and Fringe Benefits - \$596,428.36

Total- \$675,890.60

Please reference attached budget sheets for annual allocation breakdown.

Budget

A 5-year budget is provided and attached for each site. The budget provided reflects the overall State budget approved by the U.S. Department of Education. Each site budget is annually adjusted proportionately to reflect individual site allocations. Sites are expected to stay within these budget amounts when delivering services. Budget modifications must be submitted in writing and require approval of the MDCD GEAR UP Project Director.

Use the attached Budget Summary form to present projected budget expenditures for year 4 of grant funding. Please provide a justification for this budget by including, a narrative for each budget line item, which explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities. Sites are reminded that GEAR UP funds must be used to supplement, *not supplant*, funds for existing programs.

Program Coordination and Match

The GEAR UP program requires a 100% match. Local sites are expected to develop, manage, and report local match in sufficient amounts to cover their share of funding allocations including scholarship funds. Sites are required to match scholarship funds at the same rate as their funding allocations. The allocation percentage as detailed in the above Funding Allocations section will be applied to the total scholarship allocation of \$6,212,735.00. Match may either be in kind or cash. GEAR UP sites will coordinate local matching Partnership agreements (PARTNER IDENTIFICATION FORM AND COST SHARE WORKSHEET). **Agreements should reflect contributions for the entire five (5) year project.** Agreements shall be updated annually and / or as needed, and kept on file and provided to the MDCD GEAR UP Project Director.

Total scholarship funds available: \$6,212,735.00

Match Requirements Based on 5 year allocations	Early Intervention Allocation	Scholarship Share	Total Match Required
Detroit Public Schools	\$2,846,955.13	\$3,851,895.70	\$6,698,850.83
Flint Community Schools	\$1,116,039.15	\$2,050,202.55	\$3,166,241.70
Muskegon Public Schools	\$675,890.60	\$310,636.75	\$986,527.35

Sites will not be allowed to draw funds in excess of match provided.

Program Performance

The Michigan Education Assessment Program and the Michigan Merit Award encourages academic excellence. WorkKeys testing is also an option to qualify for the Michigan Merit Award. WorkKeys stresses skill development important for *every* type of employment. In fact, the fastest growing segments of the WorkKeys job analyses are being done for professional, technical, and managerial jobs that require at least a bachelor's degree.

To assure GEAR UP sites are working towards maximizing students becoming eligible for the Michigan Merit Award, Financial Awards of \$8,000.00 per site will be given to sites who document improvement in student MEAP (7th grade reading and eighth grade math) scores and WorkKeys Applied Mathematics and Reading for Information scores beginning in the 9th grade.

Details of the Performance Incentive award criteria can be found in MDCD, Career Education Programs, GEAR UP Policy Issuance 01-05.

The \$8,000.00 award is limited to one award per year per site. In the case of a multiple cohort, the award will be based on the entire cohort meeting the minimum requirements for each grade. 6th grade shall be considered a preparation year and no award will be available.

Sites are encouraged to use their local WorkKeys Service Center for test administration. Costs associated with WorkKeys tests may be charged to the grant.

Sites are also encouraged to administer the ACT Explore test in the 8th grade and the ACT Plan test in the 10th grade to assist in planning and measuring preparedness for college.

Role of the local Work Force Development Board (WDB) and Educational Advisory

Group (EAG)

Sites are encouraged to form partnerships with their local WDB and EAG. The vast array of Career Development Services available through Michigan Works! One Stop centers can be invaluable to the parents and siblings of the targeted students in accessing appropriate services that will positively affect their lives.

A letter of support from the local EAG attesting that the proposed GEAR UP services will support the local strategic plan is required.

Advertising and Marketing

Michigan Department of Labor and Economic Growth (MDLEG) will coordinate GEAR UP advertising and marketing in cooperation with local sites. Local funds may be used for marketing and public relations on a limited basis.

Evaluation

MDLEG will provide for the independent evaluation of the GEAR UP Program. Local sites will be required to cooperate with all evaluation requests.

Participation Requirements and Record Keeping and Reporting

The hours students participate in the program must be tracked. Students and staff must participate in GEAR UP activities to the extent needed to assure program goals are met. Sites are responsible for maintaining adequate student records.

Sites will document services provided to students and produce data for the Annual Performance Report required by the U.S. Department of Education. Data includes grade in school, the school year, courses taken, measures of performance and other student characteristics. GEAR UP activities include types of service, the date of participation, the setting, and the amount of time that a student participates.

Additional reports include cash requests and expenditure reports to be submitted on a quarterly basis. Cash requests are due quarterly on the 15th of each month, MDLEG will reimburse for actual costs expended in the previous quarter. Quarterly expenditure reports will reflect actual expenditures to date vs. planned expenditures. MDLEG will provide forms for these reports.

Quarterly narrative progress reports are required to be submitted with the expenditure reports. A final year-end report will also be required. Additional guidance on these reports will be provided under separate policy issuance.

Student Enrollment and Cohort Selection

The following represents the total number of students to be served annually by District:

Detroit-2835- single cohort- beginning in the 6th grade. Serving Southwestern High School, Boynton, McMillan, and Phoenix Middle Schools; Cody High School, Lessenger, Ruddiman, Dixon, and Henderson Middle Schools; Central High School, Durfee, Longfellow, Winterhalter and Post Middle Schools; Western High School, Academy of the Americas, Earhart, and Clippert Middle Schools; Southeastern High School, Foch, Butzel, Robinson, Garvey, Eastside Academy and Joy Middle Schools.

Flint-300-multiple cohort, 300 additional students/new 6th grade added each year for five years- beginning in the 6th grade. Serving Holmes Middle School and Northern High School.

Muskegon-225-single cohort- beginning in the 7th grade. Serving Steele Middle School and Muskegon High School.

Sites must identify a *cohort and* provide services to *all* students in the participating grade levels at a school, rather than a selected group of students. Services must be provided to a cohort starting no later than the 7th grade and continuing through high school. Each cohort must include all the students in a particular grade level(s) at a participating school(s) that has a 7th grade and in which at least 50% of the students are eligible for free or reduced-price lunch under the National School Lunch Act. The cohort approach requires that services be provided to all students in a participating grade level or “cohort” until that grade level moves on to the next school—for example, moving from middle school to high school. New students at the same grade level as the students in the GEAR UP cohort, who enroll in the school in which the cohort began to receive services, must be considered a part of the cohort and provided GEAR UP services as well. Those students who leave the cohort by transferring to a school that is not participating in GEAR UP, for example, may continue to receive GEAR UP services, but are not required to be served.

Once the cohort moves on to another school (for example, moving from middle school to high school), a GEAR UP project must continue to provide services to at least those students in the cohort who attend participating secondary schools that enroll *a substantial majority* of the students in the cohort. Sites must insure services are provided through the 12th grade. However, a GEAR UP project is not required to follow all individual students regardless of which school they attend.

Program Design

GEAR UP is designed to enable more young Americans to stay in school, study hard, and take the right courses to go to college. States are encouraged to emphasize in-school activities and supplement these with after school and summer activities.

A State may opt to have more than one entity deliver services. Strong collaboration between K-12 and higher education is encouraged. College preparation and awareness activities may be provided by service providers such as community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, businesses, institutions and agencies sponsoring programs authorized under subpart 4 of Part A of Title IV of the Higher Education Act of 1965 (the Leveraging Education Assistance Partnership (LEAP) Program), and other organizations the State may deem appropriate. State projects must include both an *early intervention component*, under which a GEAR UP project provides early college awareness and preparation activities for participating students through comprehensive mentoring, counseling, outreach and supportive services and a *scholarship component*, under which it establishes or maintains a financial assistance program that awards scholarships to eligible students so that they may attend college.

To fulfill the *early intervention component*, sites are required to provide early college preparation and awareness services through comprehensive mentoring, and counseling including financial aid counseling and information about opportunities for Federal financial aid. Activities fostering, and improving parent involvement in preparing students for college, college admissions and achievement tests, and college application procedures as well as outreach, and supportive services for participating students may also be provided.

Annual Work Plans of State Partner Sites must:

- 1) Define needs of educational attainment and gaps in services;
- 2) Establish program objectives that work from a clearly established baseline of need and measure progress over time;
- 3) Design a 1-year timeline to measure the accomplishment of objectives and outcomes.
- 4) Provide data for evaluation that provides a basis for measuring progress over time.

The states objectives and outcomes have been established and approved by the USDOE and are provided below. Sites are required to:

- a) Address each of the objectives and outcomes listed below.
- b) Discuss specific activities planned for year 1.
- c) Provide a time line of these activities.
- d) Provide project benchmarks and outcomes to be achieved by the end of the first year.

MICHIGAN GEAR UP Goals, Objectives, and Outcomes	
OBJECTIVES	EXPECTED STUDENT SUCCESS OUTCOMES
Early Intervention Component Goal: To ensure that all GEAR UP students receive the academic preparation, social support, and guidance necessary to succeed in college and the workforce.	
<u>Objective 1:</u> Increase student academic performance and preparation for postsecondary education.	<ol style="list-style-type: none">i. The proportion of students who take challenging core curriculum will increase by 15% over, compared with the current percentage within the six year GEAR UP project.ii. GEAR UP schools will report an aggregate 12% core curriculum participation increase over individual baseline by project completion in six years.iii. County average core curriculum participation where GEAR UP schools are located will increase core curriculum participation by 10% over county baseline in six years.iv. High school dropout rates will decrease by 20% over baseline within six years.v. 75% of the teachers in GEAR UP schools will report participating in high intensity, sustained duration (90 or more contact hours), content-rich professional development over and above their state mandated requirements by project completionvi. 100% of the Michigan GEAR UP professional development providers will provide high intensity, sustained duration (90 or more contact hours) professional development opportunities, with priority for participation given to GEAR UP school teachers annually.

<p><u>Objective 2:</u></p> <p>To increase the educational expectations for participating students as well as student and family knowledge of postsecondary education options and financing.</p>	<ul style="list-style-type: none"> i. 75% of the GEAR UP students enrolling in Michigan colleges and universities will indicate receiving early knowledge of financial aid costs through GEAR UP strategies. ii. 100% of Michigan GEAR UP schools will disseminate early financial aid awareness information to parents; 85% of GEAR UP college student parents will report receiving college cost information early. iii. In GEAR UP schools, 75% of the students, teachers, administrators, and parents will indicate being informed of high expectations for college. iv. In GEAR UP schools, Parent Involvement and Community Involvement will show continuous annual improvement, with a 25% or better increase in parent involvement over individual school baseline. v. College remediation rates of Michigan GEAR UP Participants will be no less than 10% lower than average retention rates. vi. 100% of the students in GEAR UP schools will receive individual guidance on postsecondary education planning by the 10th grade. vii. 75% of Michigan GEAR UP students' parent will participate in their students' postsecondary planning through the career preparation system.
<p><u>Objective 3:</u></p> <p>To increase college participation among students from Participating GEAR UP School Districts</p>	<ul style="list-style-type: none"> i. Linear college going-rates in GEAR UP schools will increase by 20% over individual school baseline by project completion in six years, with continuous improvement demonstrated annually. ii. On-time high school graduation rates will increase 10% over baseline within six years for GEAR UP schools.
<p><u>Objective 4:</u></p> <p>To provide comprehensive early intervention services to low income and academically at-risk students.</p>	<ul style="list-style-type: none"> i. GEAR UP school districts will be sustaining GEAR UP comprehensive early intervention services that include mentoring, tutoring, and individualized support to students in grades 6-12 by project completion in six years. ii. GEAR UP school districts will initially create and annually report on the institutionalization plan for sustaining GEAR UP.
<p><u>Objective 5:</u></p> <p>To ensure that GEAR UP students not only enroll in, but also remain in college, completing a degree program.</p>	<ul style="list-style-type: none"> i. One-year (freshman to sophomore) retention rates of GEAR UP students will be greater than the retention rates of comparable non-participants by 15%. ii. A greater proportion of Michigan GEAR UP students will graduate on time (within three-years for a two-year degree and six years for a four-year degree) when compared to all students.
<p><u>Objective 6:</u></p> <p>To create a lasting K-16 infrastructure.</p>	<ul style="list-style-type: none"> i. The Michigan Department of Labor and Economic Growth will facilitate a state GEAR UP Advisory Board through the Governor's Workforce Commission designed to facilitate dialogue and create alignment between K-16 educators and systems.

Objective 1: Increase student academic performance and preparation for postsecondary education.	
OUTCOME	EVALUATION
<p>i. The proportion of students who take challenging core curriculum will increase by 15% over, compared with the current percentage within the six year GEAR UP project.</p> <p>ii. GEAR UP schools will report an aggregate 12% core curriculum participation increase over individual baseline by project completion in six years.</p> <p>iii. County average core curriculum participation where GEAR UP schools are located will increase core curriculum participation by 10% over county baseline in six years.</p> <p>iv. High school dropout rates will decrease by 20% over baseline within six years.</p> <p>v. 75% of the teachers in GEAR UP schools will report participating in high intensity, sustained duration (90 or more contact hours), content-rich professional development over and above their state mandated requirements by project completion</p> <p>vi. 100% of the Michigan GEAR UP professional development providers will provide high intensity, sustained duration (90 or more contact hours) professional development opportunities, with priority for participation given to GEAR UP school teachers annually.</p>	<p>i. Student transcripts of courses taken and grades received. Record of student performance on the high school MEAP test. (Academic Counselors)</p> <p>ii. Student transcripts and counselor reports. (Academic Counselors)</p> <p>iii. Student transcripts, counselor reports, district baseline data. (Academic Counselors)</p> <p>iv. Record of dropout rates (Academic Counselors)</p> <p>v. Record of professional development offerings, content, participant exit surveys, and attendance. Data will include publicity, notes of the sessions, handouts, attendance logs. (Project Coordinator and district PD personnel)</p> <p>vi. Analysis of PD offerings and schedule. Discussion with providers, match to best practices and teaching and learning standards, provider self-reports. (Project Coordinator, providers, PD personnel)</p>
Objective 2: To increase the educational expectations for participating students as well as student and family knowledge of postsecondary education options and financing.	
OUTCOME	EVALUATION
<p>i. 75% of the students enrolling in Michigan colleges and universities will indicate receiving early knowledge of financial aid costs through GEAR UP strategies.</p> <p>ii. 100% of Michigan GEAR UP schools will disseminate early financial aid awareness information to parents; 85% of GEAR UP college student parents will report receiving college cost information early.</p> <p>iii. In GEAR UP schools, 75% of the students, teachers, administrators, and parents will indicate being informed of high expectations for college.</p> <p>iv. In GEAR UP schools, Parent Involvement and Community Involvement will show continuous annual improvement, with a 25% or</p>	<p>i. Attendance at parent information sessions. Parent/student comments and questionnaire responses. (Project Coordinator, Academic Counselors, students, parents)</p> <p>ii. 21st Century Scholar Certificates, publicity records, student records, comments, and questionnaire responses. (Project Coordinator, Academic Counselors)</p> <p>iii. Record of public relations notices such as posters, television spots, and information sent to the home. (Project Coordinator)</p> <p>iv. Attendance records, responses to questionnaires, anecdotal comments from school personnel (Project Coordinator,</p>

<p>better increase in parent involvement over individual school baseline.</p> <p>v. College remediation rates of Michigan GEAR UP Participants will be no less than 10% lower than average retention rates.</p> <p>vi. 100% of the students in GEAR UP schools will receive individual guidance on postsecondary education planning by the 10th grade.</p> <p>vii. 75% of Michigan GEAR UP students' parent will participate in their students' postsecondary planning through the career preparation system.</p>	<p>Academic Counselors)</p> <p>v. Records of college schedules and grades, student/parent reports, e-mail communication. (Academic Counselors, Project Coordinator)</p> <p>vi. Records in students academic folders, counselor records, parent comments at focus groups (Academic Counselors)</p> <p>vii. Attendance at counseling sessions, counselor comments in folders, focus groups (Academic Counselors, Project Coordinator)</p>
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Objective 3: To increase college participation among students from Participating GEAR UP School Districts

OUTCOME	EVALUATION
<p>i. Statewide linear college-going rates will increase by 10% by project completion.</p> <p>ii. Linear college going-rates in GEAR UP schools will increase by 20% over individual school baseline by project completion in six years, with continuous improvement demonstrated annually.</p> <p>iii. On-time high school graduation rates will increase 10% over baseline within six years.</p>	<p>i. and ii. Records of college application, acceptance and continued attendance in comparison with previous data. Parent and returning student focus groups, responses to questionnaires. (Project Coordinator, Academic Counselor)</p> <p>iii. Student self-report records compared with baseline data. (Project Coordinator, Academic Counselor)</p>

Objective 4: To provide comprehensive early intervention services to low-income and academically at-risk students.

OUTCOME	EVALUATION
<p>i. GEAR UP school districts will be sustaining GEAR UP comprehensive early intervention services that include mentoring, tutoring, and individualized support to students in grades 6-12 by project completion in six years.</p> <p>ii. GEAR UP school districts will initially create and annually report on the institutionalization plan for sustaining GEAR UP.</p>	<p>i. Record of programs/services, board minutes, etc indicating support for early intervention. Student records, parent and student responses to questionnaires, observations by consultant. (Project Coordinator, Academic Counselors)</p> <p>ii. Record of meeting minutes, policy statements, announcements. (Project Director, School Administration)</p>

Objective 5: To ensure that GEAR UP students not only enroll in, but also remain in college, completing a degree program.

OUTCOME	EVALUATION
<p>i. One-year (freshman to sophomore) retention rates of GEAR UP students will be greater than the retention rates of comparable non-participants by 15%.</p> <p>ii. A greater proportion of Michigan GEAR UP students will graduate on time (within three-</p>	<p>i. and ii. Records of college attendance and completion will be kept in the student's folder. Correspondence, telephone and e-mail contact. Traditional tracking mechanisms in place in the school allowing for comparison to baseline data. (Project Director, Project Coordinator,</p>

years for a two-year degree and six years for a four-year degree) when compared to all students.	Academic Counselor, University/College Counselors when possible)
Objective 6: To create a lasting K-16 infrastructure.	
OUTCOME	EVALUATION
i. The Michigan Department Labor and Economic Growth will create a state GEAR UP Advisory Board designed to facilitate dialogue and create alignment between K-16 educators and systems. ii. K-16 educators will indicate increased and improved levels of communication across systems. The number of educators indicating this progress will increase by 10% for each of the first three years. 75% of all educators will report this progress within six years.	i. Record of Board membership, meetings, attendance, minutes, and actions. (Project Director, Project Coordinator) ii. Record of communications, meetings, policy and new programs. Substantiated new collaborations and programs. Anecdotal comments, self-evaluation, and responses to questionnaires and interviews. (Project Director, School Administrators)

Early Intervention Activities

Early Intervention Programs:

- Promote rigorous academic coursework based on college entrance requirements.
- Work with a whole grade-level of students in order to raise expectations for all students.
- Start with students no later than the 7th grade, follow into high school, and continue through high school graduation with comprehensive services including mentoring, tutoring, counseling, and other activities such as after-school programs, summer academic and enrichment programs, and college visits.
- Inform students and parents about college options and financial aid, including providing students with a 21st Century Scholar Certificate — an early notification of their eligibility for financial aid.
- Establish or make more effective use of information resources including providing information about higher education options, required academic courses, and financial aid.
- Ensure student access to rigorous courses that help prepare them for college.
- Provide staff development such as training and in-service programs for teachers, tutors, guidance counselors, and other school staff.
- Foster parental involvement in preparing students for college.
- Provide personal counseling to students, family counseling, and home visits.
- Conduct early college training.
- Provide for student and parent visits to college campuses.
- Operate summer and year-round programs at institutions of higher education that provide exposure to college campuses and courses, and financial assistance to cover summer costs of books, supplies, living expenses, and personal expenses.
- Provide school activities that promote student achievement and college preparation.
- Assist students in obtaining summer jobs, career mentoring, and academic counseling.
- Provide skills assessments and tutoring and other services to improve academic achievement.
- Provide services that are especially designed for limited English-proficient students.
- Provide summer instruction in remedial, developmental or supportive courses.
- Require each student to enter into an agreement to achieve certain academic milestones in exchange for tuition assistance.

Mandatory Early Intervention Services

Partner sites **must** incorporate the following activities in their program design to the extent practicable.

GEAR UP SERVICES FOR STUDENTS AND THEIR FAMILIES						
Activities	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade
GEAR UP Pledge	X	X	X	X	X	X
21 st Century Certificates	X	X	X	X	X	X
Career Pathways						
• Work keys	X	X	X	X	X	X
• Career Preparation System	X	X	X	X	X	X
• Talent Freeway	X	X	X	X	X	X
• 1-866-MYGOALS	X	X	X	X	X	X
• Operation Fast Break	X	X	X	X	X	X
• Financial Planning	X	X	X	X	X	X
• Web access	X	X	X	X	X	X
Financial Aid Workshops	X	X	X	X	X	X
Motivational Activities						
• College visits	X	X	X	X	X	X
• Business visits		X		X		
• Cultural visits	X		X		X	
• College fairs					X	X
Summer Enrichment	X	X	X	X	X	X
Tutoring/Mentoring	X	X	X	X	X	X
Career Planning/Academic Advising	X	X	X	X	X	X
GEAR UP Ads/Public TV	X	X	X	X	X	X

SERVICES FOR EDUCATORS AND COUNSELORS					
Services	Year 1	Year 2	Year 3	Year 4	Year 5
Bi-annual GEAR UP meetings	X	X	X	X	X
Professional Development Opportunities					
• Career/Academic Workshops	X	X	X	X	X
• Equity in the Classrooms Conf.	X	X	X	X	X
Campus/School Tours	X	X	X	X	X

ACTIVITIES FOR RESIDENTS, BUSINESSES, AND FOUNDATIONS					
Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Raising awareness of postsecondary educational needs	X	X	X	X	X
Assistance to develop new local scholarship funds		X	X	X	X

Gear UP Pledge: Setting Rigorous Academic Standards

Each of the students and their parents/caregivers will be required to sign the GEAR UP Michigan pledge to pursue not just the minimum course requirements for attending a college or university but to also become academically competitive. Every student will agree to the following:

- Obtain written parental permission to participate in GEAR UP Michigan.
- Agree to graduate from a Michigan high school.
- Agree to take four years of English, three years of Mathematics, two years of Biological and Physical Sciences, three years of History and Social Sciences during high school.
- Participate in Michigan's Career Preparation System (when available).
- Apply for admission and student financial aid at a Michigan college.
- Maintain at least a 2.5 grade point average in schoolwork through all grades.
- Maintain a public school attendance rate of 95% or better.
- Take the Preliminary Scholastic Assessment Test (PSAT) no later than 10th grade and the SAT or ACT in the 11th and 12th grades.
- Consent to provide data needed for evaluating the success of GEAR UP Michigan.
- Parents/caregivers agree to participate in an annual student portfolio meeting.
- Parents/caregivers agree to attend at least one parent/teacher workshop per semester.

Sites are responsible for developing and formatting the local Gear UP pledge document and must submit a copy to the MDLEG GEAR UP Project Director for approval prior to use.

Educational Development Plans (EDPs)

All students participating in GEAR UP must have an educational development plan that is updated at least once every 3 months. This plan must indicate all services the student will participate in and must be signed by the student, and the counselor/teacher (parent or guardian/caregiver signature is encouraged). The MDLEG has approved the electronic EDP located at the TalentFreeway website for use at GEAR UP sites. Deviation from this document requires prior approval from MDLEG GEAR UP Project Director.

TalentFreeway

www.TalentFreeway.org is MDLEG's comprehensive, user-oriented, online one-stop service solution for Michigan residents including our employers. This site is the best way to connect with employment matching opportunities, career planning, skills assessment, education, and training options. There is a resource to accommodate every person's needs.

Web sites on the TalentFreeway:

There are several Web resources that are linked through the one-stop portal of TalentFreeway. These Web sites include:

- *Michigan Talent Bank* - www.michworks.org, a comprehensive job-matching system for employers and job seekers.
- *Internship Center* - www.miinternship.org, a high school and postsecondary internship matching system for students and employers.
- *Career Education Consumer Report* - www.mycareereducation.org, lets individuals shop for education and training programs.
- *Michigan Occupational Information System (MOIS)* - www.micareerstart.org, a site-licensed program with comprehensive career development for middle and high school students.
- *Michigan Education Development Plan* - <http://www.mi-edp.org/>, is a document to organize and produce education and training goals.
- *Michigan Virtual University* - <http://www.mivu.org/>, is a portal for Web-based training and course catalogs of Web courses at Michigan postsecondary institutions. Advanced placement courses through the Michigan Virtual High School are also available.

Michigan Works! Service Centers

Michigan Works! Service Centers offer one-stop access to a wide range of career development services for all Michigan residents. Individuals can easily access the state's major workforce development and career development programs and services such as job training, employment guidance and support services, job listings, and information about education and opportunities such as internships and apprenticeships. Employers can list their job openings with no fees or charges. A call to 1-800-285-WORKS connects the caller to the nearest Michigan Works! location.

A package of core services is available to employers, job seekers, and students free of charge. Such services include:

- Job, career, and skill self-assessment tools
- Career, job and labor market information
- Resume writing software and support materials
- Directories of human service agencies and employers
- Information on financial aid, occupational training, and workplace accommodations
- Access to Michigan Talent Bank (MTB)

The Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Initiative

The Michigan Department of Labor and Economic Growth's Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Initiative works with Michigan's postsecondary institutions to achieve parity in the number of bachelor's degrees awarded to students traditionally underrepresented in higher education. Since the program began in 1987, there has been a 72.4 percent increase in the number of bachelor's degrees granted to underrepresented students by Michigan's public universities.

The initiative introduces secondary students and their parents to university campuses. Students are provided with college preparatory information, knowledge, and skills while on a university campus. Each of Michigan's 15 public universities participates.

The King-Chávez-Parks Initiative uses six strategic components to achieve this goal:

The **College Day Program** introduces secondary schoolchildren and their parents to university campuses and to college preparatory information, knowledge, and skills while on a university campus.

The **Select Student Support Services Program** develops innovative retention programs for academically and economically disadvantaged students at 4-year public and independent educational institutions in this state;

The intent of the **Morris Hood, Jr., Educator Development Program** is to increase the number of minority students, especially males, who enroll in and complete K-12 teacher education programs at the baccalaureate level;

The **Michigan College/University Partnership Program** provides a partnership relationship between 4-year public and independent colleges and universities and public community colleges to increase the number of underrepresented minority students who transfer from community colleges into baccalaureate programs;

The **Future Faculty Fellowship Program** is designed to increase the pool of minority candidates pursuing faculty-teaching careers in postsecondary education;

The goal of the **Visiting Professors Program** is to bring greater numbers of minority instructors into the classroom to provide role models for underrepresented minority students.

For more information contact the King•Chávez•Parks Initiative at (517) 373-9700.

Project Lead the Way (PLTW)

A national program forming partnerships among Public Schools, Higher Education Institutions, and the Private Sector to increase the quantity and quality of engineers and engineering technologists graduating from our educational system. Currently operating in 25 states from New York to California, PLTW recently became partners with the High Schools That Work initiative of the Southern Regional Educational Board (SREB) with schools in 25 states. MDLEG is a participating sponsor.

PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college.

In addition, PLTW has developed Gateway to Technology, a Middle School Technology Curriculum. This project-based curriculum is 40 weeks in length and is divided into four 10-week modules. It is designed for all students and will encourage increasing numbers of students to elect the high school program. *Contact Patrick Leaveck; e-mail: pgleaveck@cs.com for more information or www.pltw.org.*

Junior Achievement

Through age-appropriate curricula, Junior Achievement programs begin at the elementary school level, teaching children how they can impact the world around them as individuals, workers and consumers. Junior Achievement programs continue through the middle and high school grades, preparing students for future economic and workforce issues they will face. MDLEG is a participating sponsor. Contact JA National Headquarters at (719) 540-8000 for information on local contacts or www.ja.org.

The New Detroit Science Center

The mission of The New Detroit Science Center is to inspire children and their families to discover and appreciate science, technology, and engineering. The Center reopened in 2001 for hands-on interaction, exploration, and study of science and technology. MDLEG is a participating sponsor.

The Center is offering Science Express Outreach Programs, including Classroom Programs, Assembly Programs and Starlab Planetarium. All of SCIENCE EXPRESS Outreach Programs are correlated with the Michigan Curriculum Frameworks, support the MEAP test, and may be customized to your classroom curriculum. The DSC also provides professional development opportunities and educational resources to enhance classroom curriculum.

The center's classrooms provide unique educational experiences in five scientific disciplines:

- **Space Sciences Classroom** - resembles the interior of a space station and includes a wraparound space mural.
- **Earth Sciences Classroom** - features an interactive, wraparound mural that displays North America's six biomes: coral reef, temperate forest, wetland, grassland, mountain, and desert.
- **The Life Sciences Classroom** - allows students to experience the role of an amateur scientist in a 19th century era laboratory. The lab combines classic laboratory equipment with current technology.
- **Physical Sciences Classroom** - step through the infinity mirror! Discover the worlds of light, sound, magnetism, electricity, motion, and force.
- **Applied Sciences Classroom** - houses a design lab to allow visitors to design, engineer, and build their vision of the future. It's also a place where computers from IBM are available for running programs or surfing the Internet.

Contact: The Detroit Science Center
Field Trips and Group Sales

Telephone: 313-577-8400 Ext. 417

Operation Fast Break

Operation Fast Break strives to raise the reading, math, basic computer, and employability skills of those who participate. The benefit to learners is attainment of skill levels needed for career-entry employment or college. This intensive computer-assisted, eight-week, eight-hour-a-day program brings students' math, reading and communications skills up to workplace standards; introduces them to word processing, spreadsheets, and other basic computer functions; and teaches them the workplace habits and attitudes that employers require. Current Operation Fast Break sites may be utilized as available. Contact MDLEG for more information at (517) 335-3149.

Work Keys

Work Keys is a workplace skills assessment system used nationwide by employers, students, workers, and educators. Developed by ACT, formerly known as American College Testing, Work Keys offers assessments to measure the current skill levels of workers, as well as occupational profiles and job profiles to document the skills required by occupations and specific jobs. Work Keys has become an integral part of Michigan's career development system. Using Work Keys . . .

- **Employers** can assess workers and customize training for a wide range of skilled jobs,
- **Students and workers** can document and advance their employability skills, and
- **Educators** can tailor instructional programs to help students acquire the skills employers need

The Michigan Department of Labor and Economic Growth has established 34 Work Keys Service Centers statewide at all 28 of Michigan's community colleges and at six intermediate school districts. All Work Keys Service Centers tailor and deliver instructional services to employees and others to help them increase their levels of competence. The centers also maintain assessments in a secure environment, offer one-hour turnaround on assessment scores, and have access to an ACT-authorized job profiler.

Work Keys Assessments

The eight Work Keys *assessments* (tests) measure skills in Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, and Writing. Scales for each of the assessments have been developed with the help of educators and business people. Some Work Keys assessments are administered through traditional, paper-based testing, while others incorporate the use of audio or videotapes.

Work Keys for Students and Job Seekers

Those who take the Work Keys assessments have an objective credential which documents their abilities in the skills employers need. In addition, the State of Michigan currently recognizes Work Keys as an alternative assessment, in part, for the Michigan Merit Award. Students who qualify for the Michigan Merit Award under Alternate B are eligible to receive a \$2,500 Michigan Merit Award to be used for technical training at Michigan universities, community colleges, or proprietary schools. For more information on the Michigan Merit Award, contact the Michigan Merit Award Office, P.O. Box 30715, Lansing, MI 48909; 1-888-95-MERIT (888-956-3748); e-mail MeritAward@state.mi.us; Web site www.MeritAward.state.mi.us.

Additional Information: For more information on Work Keys, see the ACT Web site at www.act.org/workkeys/index.html or contact your local Michigan Work Keys Service Center at your local Community College.

Michigan Rehabilitation Services (MRS)

Michigan Rehabilitation Services (MRS) helps Michigan students with disabilities achieve employment and self-sufficiency. MRS is part of a network of vocational rehabilitation programs across the U.S. authorized by the federal Rehabilitation Act of 1973, as amended. Each year, more than 7,000 Michiganders with disabilities are assisted into jobs through MRS services.

MRS serves people in their communities through 35 field offices staffed by master degree-level rehabilitation counselors. In addition, one or more MRS counselors are on staff at each of the 100 Michigan Works! Service Centers.

Commission on Spanish-Speaking Affairs

Spanish-speaking peoples make up the second-largest and fastest-growing minority group in Michigan.

The Commission on Spanish-Speaking Affairs was created by Public Act 164 of 1975 to develop policies and plans to serve the needs of Michigan's Spanish-speaking people. The Commission consists of fifteen members, who are appointed by the Governor with the advice and consent of the Senate. The Commission was transferred by Executive Order to the Michigan Department of Career Development (MDCD) now Michigan Department of Labor and Economic Growth (MDLEG) in May 1999 because the department's unique focus on education and career development complements the Commission's primary concerns.

Currently the Commission is striving to market the state's career development services to Michigan Hispanics, encourage initiatives to reduce the high school dropout rates of Hispanic youth, and facilitate efforts to increase the enrollment of Hispanics in postsecondary education and training programs. The Office of Spanish-Speaking Affairs publishes a quarterly newsletter, facilitates Hispanic Heritage Month (September 15 - October 15) celebrations, and advocates for Hispanics in career development programs operated by the Michigan Department of Labor and Economic Growth as well as other state governmental agencies.

For more information, call 517-334-8626 (voice) or 1-888-605-6722 (TTY), or write to the Commission on Spanish-Speaking Affairs, 201 N. Washington Square, Victor Office Center 3rd Floor, Lansing, MI 48913.

Adult Education

Adult Education provides an opportunity for mature students to achieve education levels equivalent to those of high-school graduates. Parents and siblings of GEAR UP students who have not graduated from high school can be wonderful role models by entering adult education thereby reinforcing the importance of education.

More than 80,000 students are enrolled in Michigan Adult Education programs each year. While adult students average 30 years of age, each student must be more than 16 years old with education competencies below the level of high-school graduates. Detailed eligibility requirements differ by program type. For example, high-school graduates may qualify due to poor reading skills or lack of English language skills. General Educational Development (GED) students may be senior citizens, young mothers, recent immigrants, high-school dropouts, high-school graduates without adequate mathematics or reading skills, or others. The educational goals of Adult Education students include achieving a personal dream, learning to read, getting a better job, gaining access to postsecondary education, setting a good example for their children, and gaining citizenship, among others.

Adult Education instruction is tailored to meet the individual needs of adult students. Standardized tests identify existing skill levels, appropriate instruction, and academic gains due to instruction. Adult Education consists of these five components:

- *High School Completion:* Instruction designed to fulfill the requirements for a high school diploma.
- *GED Test Preparation:* Instruction in language arts, math, social studies, science, and writing, to enable successful completion of a GED test.
- *Adult Literacy:* Instruction in reading, English, language arts, math and civics for adults without a high-school diploma. The most basic literacy courses teach adults to read.
- *English as a Second Language:* Instruction in reading, speaking, writing, and understanding the English language.
- *Labor Employment Related/Employer Workforce Readiness:* Instruction in job or employment related mathematics, reading, and communication skills. Instruction may be “applied”, which means that the academic material is directly related to specific job requirements.

More than 250 Adult Education programs are located throughout Michigan. A network of local literacy councils trains volunteers to mentor adults who need help with their literacy skills. Approximately 50% of Michigan’s local public school systems operate an Adult Education program. Additionally, some intermediate school districts, community colleges, and nonprofit organizations offer Adult Education services. For information about local Adult Education programs, contact your local Michigan Works! Service Center or call the MDLEG Adult Education unit at (517) 373-8439.

Detroit Area Pre-College Engineering Program (DAPCEP)

The Detroit Area Pre-College Engineering Program (DAPCEP) has been established to increase the number of Detroit-area minority students who are encouraged and academically prepared to pursue careers in the science, engineering, and technical fields.

Description

DAPCEP offers the following programs:

- In-School Programs – DAPCEP trains Detroit Public School teachers to present the DAPCEP curriculum, which includes Internet training, science fair projects, field trips, corporate and university seminars, mentors, and hands-on experiments.
- Summer Programs – Several Michigan colleges and universities offer on-campus enrichment programs in computer science, mathematics, science, engineering, and communications skills.
- Saturday Programs – Colleges, universities and corporations conduct classes in the areas of mathematics, computer science, engineering, physics, chemistry, and communications skills.

Workforce Investment Act (WIA) Youth Program

The youth program is linked closely to the local labor market needs and community youth programs and services, with strong connections between academic and occupational learning. Youth programs promote leadership development and citizenship through voluntary community service opportunities, adult mentoring and follow-up, and targeted opportunities for youth living in high poverty areas.

Youth programs are operated on a year-round basis by the 25 local Michigan Works! Agencies (MWAs) located throughout the state. The types of services that are included in the youth program include tutoring, study skills training, alternative secondary school offerings, summer employment opportunities, paid and unpaid work experience, occupational skill training, leadership development opportunities, supportive services, adult mentoring, follow-up services, and comprehensive guidance and counseling.

Career Preparation

In Michigan, **Career Preparation** is a system designed to give all students a jump-start on their futures by providing them with opportunities to explore a variety of careers throughout their K-12 education and beyond. It is based on the premise that, sooner or later, most people seek employment. The Michigan Department of Labor and Economic Growth wants all Michigan students to have the necessary academic, technical, and work behavior skills for success in a career of their choice. Michigan's Career Preparation System was created through amendments to the FY 1997-98 School Aid Act and by a 1997 Executive Order from the Governor. The goal is to organize and fully integrate various career preparation components—such as workplace readiness skills and mentoring—into Michigan's educational system.

The mainstay of the Career Preparation System is **Career Pathways**. These are six broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. The groupings encompass the entire spectrum of career options, providing opportunities for all students and all ability levels.

The six pathways are: Arts & Communication; Business Management, Marketing & Technology; Engineering, Manufacturing & Industrial Technology; Health Sciences; Human Services; and Natural Resources & Agriscience.

Each pathway includes examples of specific careers; level of education required for each; relevant courses in school; fast-growing occupations; and personal characteristics related to success. This information helps students see how school subjects relate to the world of work. It also helps students examine their interests, talents, and goals—and how these can relate to a chosen career.

Integrating Career Pathways into the school curriculum improves student attendance, retention, achievement, career decision-making, and career goal attainment. During the 2000-2001 school year, more than 60 high schools in Michigan are using a Career Pathway structure for organizing teaching and learning. For more information about Michigan's Career Preparation System and Career Pathways, call toll free 1-866-MY-GOALS or 1-888-605-6722 (TTY).

1-866-MY-GOALS

MDLEG's toll free hotline for referral to appropriate Career Development services. MDLEG's toll-free information number is 1-866-MY-GOALS. By calling this number, employers, educators, parents, students, out-of-school youth, individuals with disabilities, veterans, displaced workers, homemakers, and anyone else interested in career planning will receive information on MDLEG's comprehensive career development system.

21st Century Scholar Certificates

All GEAR UP students will receive a 21st Century Scholar Certificate congratulating them on their commitment and reminding them that if they study hard, take challenging courses, and finish high school, they will be able to go to college. On the reverse side of the certificate will be a summary of how much Federal aid may be available to them based on income. Supplemental information will also be provided which gives further detail about the forms of available Federal financial assistance and where and how families can learn even more.

The Department supplies both the 21st Century Scholar Certificates and the accompanying supplemental material. The grantee is responsible for personalizing the certificates by adding the students' names, and distributing the certificates to participating GEAR UP students. Grant funds may be used for hosting an event where families, faculty, partners, and others supporting the local Partnership are invited and students receive their certificates.

Scholarships

Scholarships are required for GEAR UP State grants. MDLEG and The Michigan Department of Treasury will coordinate the scholarship component. One half of the total Federal GEAR UP Funds awarded to the State of Michigan are dedicated to scholarships for those youth participating in the identified cohort at the participating school sites.

Site representatives will be expected to participate on a scholarship committee that will consider and recommend eligibility criteria for the Michigan GEAR UP Scholarship.

The minimum requirements for State GEAR UP grant scholarships are specified in law. Scholarships can serve multiple GEAR UP objectives. Most important is providing tangible resources to ensure that after graduating from high school, students will have the resources to go to college. Scholarships can also be valuable tools for motivating students by rewarding progress and providing incentives for students to persist.

To receive a GEAR UP Scholarship, an eligible student must be less than 22 years of age at the time of first scholarship award; have received a secondary diploma or its recognized equivalent on or after January 1, 1993; be enrolled or accepted for enrollment in a program of undergraduate instruction at an institution of higher education that is located within the State where the Partnership resides; and have successfully participated in the early intervention component of a GEAR UP or National Early Intervention Scholarship and Partnership (NEISP) project or have participated in a Federal TRIO Program.

- A priority must be placed on awarding scholarships to students *eligible* to receive a Federal Pell Grant for the same academic year, but they must supplement, not supplant, existing scholarship money.
- The *minimum* amount of a scholarship *must not* be less than: 75% of the average cost of attendance for an in-State student in a four-year program of instruction at a public institution in their State; or the maximum Federal Pell Grant for such a fiscal year.

Additional Allowable Early Intervention Services

Tutoring

Fundamental to supporting classroom instruction, tutoring supports commitment and incremental success vital to motivating students. While GEAR UP funds can be used to cover costs associated with tutoring, local college students and other partners, to satisfy part of the matching requirement, can also provide these services. What better way to demonstrate that college is possible than getting the extra academic support low-income middle and high school students need one-on-one from successful college students? Through America Reads and America Counts College Work-Study waivers, college students may be able to earn college work-study for their tutoring.

Professional Development and Curriculum Improvement

GEAR UP expressly encourages the support of professional development and curriculum improvement. Strengthening subject matter knowledge and teaching skills among classroom teachers is integral to GEAR UP's mission of fostering long-term, sustainable school-wide improvements. Funds may be used for training, courses, materials, textbooks, and other professional resources to strengthen classroom instruction.

After-School and Saturday Programs

GEAR UP funds can be used to extend the school day and week by providing teachers, classrooms, and materials for after school programs. The level of emphasis on improving skills and subject knowledge, as opposed to a focus on advanced academic preparation, can vary depending on the project and should be tailored to the needs of the student cohort(s). GEAR UP funds can also be used to provide refreshments (e.g., after-school snacks) and the transportation associated with these programs, though they cannot be used for purchasing school buses and the like. Projects are encouraged to use GEAR UP funds to leverage Federal, State and local funds to supplement these programs.

Summer Programs

GEAR UP funds can support summer programs. Again, the needs of the students and resources committed dictate whether and to what degree emphasis is on remediation or enrichment. Summer programs are sometimes designed around themes such as science and math or computer camps. When college campuses are not fully utilized in summer months, they may supply facilities and other resources for such programs, which can be used as part of a grantee's non-Federal contribution to the project's cost. In other cases, meeting places and materials and other costs can be paid for by GEAR UP funds or supplied by matching resources from the grantee.

Mentoring

Complementing basic academic enhancement, mentoring services provide valuable opportunities for GEAR UP students. Mentoring often inspires students with personal insights, connecting academic work with practical application. In addition, the real life benefits of studying hard and staying in school are impressed on the students by personal observation. Mentors can also provide friendship, guidance and connect the students to other resources and help resolve conflicts and problems as they develop. Incidental expenses related to mentoring and coordination and training can be paid out of grant funds. However, it is more common that sites provide mentoring services as a matching contribution.

College Counseling

Unfortunately, it is more often the exception rather than the rule that low-income students are told, "you can go to college." Not surprisingly, they seldom see higher education in their future and as a result, fail to investigate how they may obtain a college degree. GEAR UP grants can be used in a variety of ways to support college counseling - from college fairs to career nights, purchasing or printing information kits, to underwriting visits to college campuses.

Financial Counseling

Research indicates that low-income families often overestimate the cost of higher education. When college is perceived as unaffordable, there is little attempt to learn about tuition, room and board, etc. or the numerous forms of financial assistance that help students pay for college. Research also shows that communicating with and engaging families in their children's education is a critical step in getting students on the pathway to college. GEAR UP funds can be used to provide the tools needed to reach out and communicate effectively with families about the real costs of college. GEAR UP can fund parent education programs and materials. Effectively recruiting families is such a challenge; sites should consider *how* they are going to ensure participation. Sites can encourage family involvement by funding a wide range of activities such as creating and printing handout materials and underwriting the costs of door-to-door campaigns to bring families into the program.

MDLEG, The Michigan Department of Treasury and GEAR UP sites will coordinate the provision of financial aid information and presentations.

Family Counseling

Offering peripheral support to entire families is permissible, so long as the primary service goes to students and their parents and the goal is to provide the opportunities, support and information low-income students need to have high expectations, stay in school, take the right courses, and go to college. This holistic approach to GEAR UP services must clearly demonstrate a link with integrating academic support for students, and health and nutrition counseling, technology training, and/ or family support services for the entire family.

Acquire Technology & Supplies

National reports highlight how enrichment programs depend on the availability of supplies, especially access to technology. Sites may use grant funds to make limited supplies acquisitions, which should be treated as seed money. Such acquisitions might be used to leverage additional matching supplies support from the Partnership members or establish a core infrastructure to support requests for additional resources from corporate and foundation sponsors. Supplies acquired with Federal money should contribute expressly to the applicant's plan for preparing students for college and, where applicable, to communicating with families about financial planning for college. Sites are reminded to address this in discussing their supplies acquisitions in the budget section of their narrative.

Supplies acquired through donations from partners, corporate sponsors, or foundations may be counted as matching commitments to the grant. Supplies or communications networks not acquired specifically for the implementation of the grant (supplies and networks in the hands of the applicant prior to the grant's start date) may not be counted as part of the match. However, the cost associated with the *use* of these supplies may be counted toward the non-Federal contribution. Grant funds awarded under this program are not for the purchase of large amounts of supplies. In addition, proposals to supplement or supplant spending plans for scheduled replacements or upgrades of equipment will not be supported.

For the purposes of a Federal grant, "Equipment" is defined as tangible non-expendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. Most technology items should be categorized as "Supplies" and should be listed under the "Supplies" category in the applicant's budget. The only circumstance where technology items with a unit acquisition cost of less than \$5,000 would be listed under the "Equipment" category is when the applicant's organization has set a lower threshold for "Equipment" (e.g., unit acquisition cost of \$500).

As with the use of all grant funds, sites are encouraged to consult the applicable OMB circulars regarding cost principles, especially OMB circular A-21. If suitable for addressing local educational needs, sites

may develop and demonstrate innovative learning resources, such as computer learning environments, on-line forums, multimedia project-based learning activities, multimedia portfolios, modeling and simulations, among others. Sites are particularly encouraged to collaborate with others who have been developing such resources (on their campuses or on the Web)—forming expanded learning communities that demonstrate improved teaching and learning with these media in middle and high school classrooms. Sites may also purchase commercially produced learning resources and other widely used content applications. The acquisitions should be supported by substantial faculty development to support the infusion of these new learning resources into the curriculum. New learning resources should not be used as “bolt-on” attachments to traditional lecture-based courses. Again, the emphasis should be on how this ultimately benefits students and the goals of the program.

Conferences and Technical Assistance Workshops

It is essential for sites to collaborate, together and with others, on strategies for improving the academic experiences of low-income students. To achieve this objective, sites should plan and budget for attendance at several meetings over the next year. Sites may also make prudent use of grant funds to participate in other conferences during the year, if these activities will contribute to their efforts to prepare GEAR UP students for college and help inform parents about the cost of college and student financial assistance.

Other considerations

Create Long Term Commitment

GEAR UP is committed to sustainable and systemic change. Project goals and activities should be driven by the needs of schools and of K-12 students. Sites should focus on the impact of the project in terms of the depth and breadth of change, and how the changes will be lasting ones. This calls for vision and commitment on the part of all involved — educators, parents, students, and partners. It also calls for a commitment to continue the program beyond the term of the Federal grant after the funding runs out. Projects funded by GEAR UP will be expected to have a credible strategy for institutionalization once Federal support ends, which means that there is a clear and unmistakable commitment by the principals to continue implementing comprehensive changes after the grant period is over, including allocating the resources necessary to do this work successfully. GEAR UP requires matching funds; the Federal Government cannot provide more than fifty percent of the funds for a project. Additionally, GEAR UP funds must supplement and not supplant funds extended for existing programs. Sites should identify ongoing funding sources that are specifically committed to the project after the grant period, starting with specific steps that will be taken in the first year. A strong indicator of an effective institutionalization strategy is whether the project match is all from in-kind sources or is a good mix of in-kind support and cash funds.

Commitment of this sort requires leveraging resources, to sustain success both in the short and long-term. Commitment to careful planning, proper execution, teamwork, communication, self-reflection, and dedication to continuous improvement ensure such success. And success in these terms is absolutely vital if we are to meet the challenge to give low-income students high expectations, have them stay in school, take the right courses, study hard, and go to college.

Partnerships are required to coordinate and collaborate with existing intervention programs that do not duplicate the services already provided to a school or a community. For example, applicants receiving grants from the U.S. Department of Education’s “21st Century Learning Centers,” “Partnership Grants for Improving Teacher Quality,” “Preparing Tomorrow’s Teachers to Use Technology,” and “State Grants for Improving Teacher Quality” must coordinate their efforts with grants awarded under this program. Other Federal agency programs also may complement or strengthen the work of an initiative supported

by this program. These include, for example, National Science Foundation support for the use of technology in improved mathematics and science education; National Aeronautics and Space Administration funded initiatives to improve the use of space science data in the classroom; the Universal Service Program (E-Rate) supported by the Federal Communications Commission; and technology infrastructure initiatives supported by the Department of Commerce.

However, funds from other Federal sources may not be commingled with GEAR UP Grant funds, or counted as matching dollars. Participation in these complementary Federal efforts may make a significant contribution to the success of, and this potential impact should be described in the narrative, but the budget for each Federally funded effort or activity must be administered separately.

Additional sources of support that may contribute to the work of a GEAR UP project funded under this initiative include: foundation grants, corporate sponsorships, and grants or contracts from other non-Federal Government agencies.

Proprietary Information

Narratives may contain innovative technical or business ideas that, if released to the public, could reasonably be expected to cause substantial competitive harm to the consortium member that submitted that information. Bold legends clearly identifying information that a consortium member believes is of a proprietary nature should appear at the top and bottom of each page on which it appears. MDLEG will take this designation into account in determining whether this information can be released in response to a Freedom of Information Act request.

Attachment II

GEAR UP Michigan: Reaching the Urban Centers
Partner Site Budgets

DETROIT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTALS
1. Salaries and Wages	\$ 257,000.00	\$ 264,710.00	\$ 272,650.80	\$ 280,830.34	\$ 289,255.23	\$ 1,364,446.37
District Coordinator (100%, 1 Hire)	\$ 52,000.00	\$ 53,560.00	\$ 55,166.80	\$ 56,821.80	\$ 58,526.45	\$ 276,075.05
Building Coordinators (100%, 5 Hires)	\$ 205,000.00	\$ 211,150.00	\$ 217,484.00	\$ 224,008.54	\$ 230,728.78	\$ 1,088,371.32
2. Employee Benefits	\$ 94,348.64	\$ 97,101.96	\$ 100,015.02	\$ 103,015.45	\$ 106,105.91	\$ 500,586.98
District Coordinator (100%, 1 Hire)	\$ 18,896.80	\$ 19,463.70	\$ 20,047.62	\$ 20,649.04	\$ 21,268.51	\$ 100,325.67
Building Coordinators (100%, 5 Hires)	\$ 75,451.84	\$ 77,638.26	\$ 79,967.40	\$ 82,366.41	\$ 84,837.40	\$ 400,261.31
3. Travel	\$ 8,990.00	\$ 8,990.00	\$ 8,990.00	\$ 8,990.00	\$ 8,990.00	\$ 44,950.00
District & Building Coordinator Mtg	\$ 5,270.00	\$ 5,270.00	\$ 5,270.00	\$ 5,270.00	\$ 5,270.00	\$ 26,350.00
Local Travel	\$ 3,720.00	\$ 3,720.00	\$ 3,720.00	\$ 3,720.00	\$ 3,720.00	\$ 18,600.00
4. Equipment	\$ 33,455.20	\$ 8,655.20	\$ 9,610.00	\$ 9,610.00	\$ 9,610.00	\$ 70,940.40
5. Materials and Supplies	\$ 53,940.00	\$ 39,680.00	\$ 63,860.00	\$ 43,400.00	\$ 43,400.00	\$ 244,280.00
Office Supplies	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 15,500.00
Materials (printing)	\$ 12,400.00	\$ -	\$ 18,600.00	\$ -	\$ -	\$ 31,000.00
Software	\$ 1,860.00	\$ -	\$ 1,860.00	\$ -	\$ -	\$ 3,720.00
Awards/Incentives	\$ 36,580.00	\$ 36,580.00	\$ 40,300.00	\$ 40,300.00	\$ 40,300.00	\$ 194,060.00
6. Consultant/Contract	\$ 8,618.00	\$ 9,765.00	\$ 9,920.00	\$ 10,075.00	\$ 11,470.00	\$ 49,848.00
Parent Advocate	\$ 1,550.00	\$ 1,705.00	\$ 1,860.00	\$ 2,015.00	\$ 2,170.00	\$ 9,300.00
Technical Services	\$ 7,068.00	\$ 8,060.00	\$ 8,060.00	\$ 8,060.00	\$ 9,300.00	\$ 40,548.00
7. Other	\$ 69,626.00	\$ 71,114.00	\$ 71,114.00	\$ 71,114.00	\$ 75,764.00	\$ 358,732.00
Student Travel	\$ 35,712.00	\$ 37,200.00	\$ 37,200.00	\$ 37,200.00	\$ 40,300.00	\$ 187,612.00
Phone/Fax	\$ 1,364.00	\$ 1,364.00	\$ 1,364.00	\$ 1,364.00	\$ 1,364.00	\$ 6,820.00
Postage	\$ 7,750.00	\$ 7,750.00	\$ 7,750.00	\$ 7,750.00	\$ 7,750.00	\$ 38,750.00
Special Programs	\$ 21,700.00	\$ 21,700.00	\$ 21,700.00	\$ 21,700.00	\$ 21,700.00	\$ 108,500.00
Advertising/PR	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 4,650.00	\$ 17,050.00
Total Direct (1-7)	\$ 525,977.84	\$ 500,016.16	\$ 536,159.82	\$ 527,034.79	\$ 544,595.14	\$ 2,633,783.75
Indirect @ .08	\$ 42,541.36	\$ 40,480.66	\$ 43,386.55	\$ 42,671.36	\$ 44,091.45	\$ 213,171.38
Total Costs	\$ 568,519.20	\$ 540,496.82	\$ 579,546.37	\$ 569,706.15	\$ 588,686.59	\$ 2,846,955.13

MUSKEGON	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTALS
1. Salaries and Wages	\$ 82,000.00	\$ 84,460.00	\$ 86,993.80	\$ 89,603.62	\$ 92,291.73	\$ 435,349.15
Building Coordinators (100%, 2 Hires)	\$ 82,000.00	\$ 84,460.00	\$ 86,993.80	\$ 89,603.62	\$ 92,291.73	\$ 435,349.15
2. Employee Benefits	\$ 30,340.00	\$ 31,250.20	\$ 32,187.71	\$ 33,153.35	\$ 34,147.95	\$ 161,079.21
Building Coordinators (100%, 2 Hires)	\$ 30,340.00	\$ 31,250.20	\$ 32,187.71	\$ 33,153.35	\$ 34,147.95	\$ 161,079.21
3. Travel	\$ 725.00	\$ 725.00	\$ 725.00	\$ 725.00	\$ 725.00	\$ 3,625.00
District & Building Coordinator Mtg	\$ 425.00	\$ 425.00	\$ 425.00	\$ 425.00	\$ 425.00	\$ 2,125.00
Local Travel	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 1,500.00
4. Equipment	\$ 2,698.00	\$ 698.00	\$ 775.00	\$ 775.00	\$ 775.00	\$ 5,721.00
5. Materials and Supplies	\$ 4,350.00	\$ 3,200.00	\$ 5,150.00	\$ 3,500.00	\$ 3,500.00	\$ 19,700.00
Office Supplies	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 1,250.00
Materials (printing)	\$ 1,000.00	\$ -	\$ 1,500.00	\$ -	\$ -	\$ 2,500.00
Software	\$ 150.00	\$ -	\$ 150.00	\$ -	\$ -	\$ 300.00
Awards/Incentives	\$ 2,950.00	\$ 2,950.00	\$ 3,250.00	\$ 3,250.00	\$ 3,250.00	\$ 15,650.00
6. Consultant/Contract	\$ 695.00	\$ 787.50	\$ 800.00	\$ 812.50	\$ 925.00	\$ 4,020.00
Parent Advocate	\$ 125.00	\$ 137.50	\$ 150.00	\$ 162.50	\$ 175.00	\$ 750.00
Technical Services	\$ 570.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 750.00	\$ 3,270.00
Evaluation						
7. Other	\$ 5,695.00	\$ 5,815.00	\$ 5,815.00	\$ 5,815.00	\$ 6,065.00	\$ 29,205.00
Student Travel	\$ 2,880.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,250.00	\$ 15,130.00
Phone/Fax	\$ 110.00	\$ 110.00	\$ 110.00	\$ 110.00	\$ 110.00	\$ 550.00
Postage	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 3,125.00
Special Programs	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 8,750.00
Advertising/PR	\$ 330.00	\$ 330.00	\$ 330.00	\$ 330.00	\$ 330.00	\$ 1,650.00
Total Direct (1-7)	\$ 126,503.00	\$ 126,935.70	\$ 132,446.51	\$ 134,384.47	\$ 138,429.68	\$ 658,699.36
Indirect @ .08	\$ 3,430.75	\$ 3,264.57	\$ 3,498.92	\$ 3,441.24	\$ 3,555.76	\$ 17,191.24
Total Costs	\$ 129,933.75	\$ 130,200.27	\$ 135,945.43	\$ 137,825.71	\$ 141,985.44	\$ 675,890.60

FLINT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTALS
1. Salaries and Wages	\$ 82,000.00	\$ 84,460.00	\$ 86,993.80	\$ 89,603.62	\$ 92,291.73	\$ 435,349.15
Building Coordinators (100%, 2 Hires)	\$ 82,000.00	\$ 84,460.00	\$ 86,993.80	\$ 89,603.62	\$ 92,291.73	\$ 435,349.15
2. Employee Benefits	\$ 30,340.00	\$ 31,250.20	\$ 32,187.71	\$ 33,153.35	\$ 34,147.95	\$ 161,079.21
Building Coordinators (100%, 2 Hires)	\$ 30,340.00	\$ 31,250.20	\$ 32,187.71	\$ 33,153.35	\$ 34,147.95	\$ 161,079.21
3. Travel	\$ 4,785.00	\$ 4,785.00	\$ 4,785.00	\$ 4,785.00	\$ 4,785.00	\$ 23,925.00
District & Building Coordinator Mtg	\$ 2,805.00	\$ 2,805.00	\$ 2,805.00	\$ 2,805.00	\$ 2,805.00	\$ 14,025.00
Local Travel	\$ 1,980.00	\$ 1,980.00	\$ 1,980.00	\$ 1,980.00	\$ 1,980.00	\$ 9,900.00
4. Equipment	\$ 17,806.80	\$ 4,606.80	\$ 5,115.00	\$ 5,115.00	\$ 5,115.00	\$ 37,758.60
5. Materials and Supplies	\$ 28,710.00	\$ 21,120.00	\$ 33,990.00	\$ 23,100.00	\$ 23,100.00	\$ 130,020.00
Office Supplies	\$ 1,650.00	\$ 1,650.00	\$ 1,650.00	\$ 1,650.00	\$ 1,650.00	\$ 8,250.00
Materials (printing)	\$ 6,600.00	\$ -	\$ 9,900.00	\$ -	\$ -	\$ 16,500.00
Software	\$ 990.00	\$ -	\$ 990.00	\$ -	\$ -	\$ 1,980.00
Awards/Incentives	\$ 19,470.00	\$ 19,470.00	\$ 21,450.00	\$ 21,450.00	\$ 21,450.00	\$ 103,290.00
6. Consultant/Contract	\$ 4,587.00	\$ 5,197.50	\$ 5,280.00	\$ 5,362.50	\$ 6,105.00	\$ 26,532.00
Parent Advocate	\$ 825.00	\$ 907.50	\$ 990.00	\$ 1,072.50	\$ 1,155.00	\$ 4,950.00
Technical Services	\$ 3,762.00	\$ 4,290.00	\$ 4,290.00	\$ 4,290.00	\$ 4,950.00	\$ 21,582.00
Evaluation						
7. Other	\$ 36,619.00	\$ 37,411.00	\$ 37,411.00	\$ 37,411.00	\$ 39,061.00	\$ 187,913.00
Student Travel	\$ 19,008.00	\$ 19,800.00	\$ 19,800.00	\$ 19,800.00	\$ 21,450.00	\$ 99,858.00
Phone/Fax	\$ 726.00	\$ 726.00	\$ 726.00	\$ 726.00	\$ 726.00	\$ 3,630.00
Postage	\$ 4,125.00	\$ 4,125.00	\$ 4,125.00	\$ 4,125.00	\$ 4,125.00	\$ 20,625.00
Special Programs	\$ 11,550.00	\$ 11,550.00	\$ 11,550.00	\$ 11,550.00	\$ 11,550.00	\$ 57,750.00
Advertising/PR	\$ 1,210.00	\$ 1,210.00	\$ 1,210.00	\$ 1,210.00	\$ 1,210.00	\$ 6,050.00
Total Direct (1-7)	\$ 204,847.80	\$ 188,830.50	\$ 205,762.51	\$ 198,530.47	\$ 204,605.68	\$ 1,002,576.96
Indirect @ .08	\$ 22,642.98	\$ 21,546.16	\$ 23,092.84	\$ 22,712.18	\$ 23,468.03	\$ 113,462.19
Total Costs	\$ 227,490.78	\$ 210,376.66	\$ 228,855.35	\$ 221,242.65	\$ 228,073.71	\$ 1,116,039.15

Attachment III

GEAR UP Michigan: Reaching the Urban Centers
Program Plan Narrative Instructions

A. GEAR UP Identification Information

GEAR UP Plan Contact Person: Identify contact person (including phone number and e-mail) for purposes of discussing the GEAR UP Plan contents.

B. Description of GEAR UP Services to be provided -10 pages or less. Use of the previously provided State plan format is encouraged.

All sites must:

1. Address each of the objectives and outcomes listed in the program design section above.
2. Discuss specific activities planned for year 3.
3. Provide a time line of these activities.
4. Provide project benchmarks and outcomes to be achieved by the end of the third year.
5. Establish baseline and project increases in student passing grade rate.

For each planned activity, provide the following:

- (a) A description of the planned activity, including how the activity relates to the barriers of targeted students attending post secondary education.
- (b) Estimated duration of service.
- (c) Estimated number of students to be enrolled in the activity during the Fiscal Year (FY).

C. A letter of support from the local EAG attesting that the proposed GEAR UP services will support the local strategic plan is required.

Attachment IV

GEAR UP Michigan: Reaching the Urban Centers
Budget Narrative and Projected Expenditures

A. **Year 4 -Detailed Budget Justification**

Please provide a budget and one-page narrative, detailing projected expenditures for Year 3, in accordance with the budget line items provided (see attachment II for allocation amounts).

1. Salaries and Wages	\$
2. Employee Benefits	\$
3. Travel	\$
4. Equipment	\$
5. Materials and Supplies	\$
6. Consultant/Contract	\$
7. Other	\$
8. Indirect	\$
9. Total	\$

BUDGET INFORMATION SUMMARY

Michigan Department of Labor and Economic Growth

GEAR UP COMPLETION: MANDATORY PENALTY: NO FUNDS	The Michigan Department of Labor and Economic Growth does not discriminate in employment or in the provision of services based on race, religion, color, national origin, sex, age, height, weight, marital status, arrest without conviction, disability, political affiliation or belief.
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SECTION I - IDENTIFICATION INFORMATION

1. Site NAME		3. PLAN TITLE	4. PLAN/MODIFICATION NO.
		GEAR UP	03-00

5. PROGRAM PERIOD	6. EFFECTIVE DATE OF PLAN/MODIFICATION
START END	MONTH DAY YEAR
8-15-2004 8-14-2005	8 15 2004

SECTION II - TOTAL FUNDS AVAILABLE

FUNDING SOURCE: GEAR UP	AMOUNT
1. ALLOCATION	\$

SECTION III – CUMULATIVE PLANNED EXPENDITURES BY QUARTER AND COST CATEGORY

COST CATEGORY	September- November	December-February	March-May	June-August
1. Salaries				
2. Employee Benefits				
3. Travel				
4. Equipment				
5. Materials and Supplies				
6. Consultant/Contract				
7. Other				
8. Indirect				
9. Total Planned Expenditures				

BUDGET INFORMATION SUMMARY (BIS)

General Instructions

FY 2004 GEAR UP allocations are detailed in Attachment II. The BIS must be based on the total amount of GAER UP funds available.

Section I - Identification Information

1. Site Name: Enter the name of the Partner Site/Fiscal Agent.
2. Plan Title: Enter the appropriate title for the plan being submitted. "GEAR UP" has been preprinted.
3. Plan/Modification Number: Each program year will begin with the year and 00 (03-00). Subsequent modifications will be in the next sequence from 00, i.e., 03-01, 03-02, etc. "03-00" has been preprinted.
4. Program Period: Identify the time period covered by the specific plan action. "8-15-2003 through 08-14-2004" has been preprinted.
5. Effective Date of Plan/Modification: Identify the effective date of the proposed plan action. The date "8-15-2003" has been preprinted.

Section II - Total Funds Available

Line 1. Allocation: Enter total GEAR UP amount allocated for the Program Period.

Section III- Cumulative Planned Expenditures by Quarter and Cost Category

Line 1. Salaries: Enter the cumulative amount to be spent, year-to-date.

Line 2. Employee Benefits: Enter the cumulative amount to be spent, year-to-date.

Line 3. Travel: Enter the cumulative amount to be spent, year-to-date, on staff travel.

Line 4. Equipment: Enter the cumulative amount to be spent, year-to-date, on equipment.

Line 5. Materials and Supplies: Enter the cumulative amount to be spent, year-to-date, on office supplies, materials and printing, software, awards and incentives.

Line 6. Consultant and Contracts: Enter the cumulative amount to be spent, year-to-date, on parent advocates, and technical services.

Line 7. Other: Enter the cumulative amount to be spent, year-to-date, on student travel, phone/fax, postage, special programs, advertising /PR.

Line 8. Indirect: Enter the cumulative amount to be spent, year-to-date, on indirect costs.

Line 9. Total Planned Expenditures: Enter the total of the lines above for the cumulative Total Planned Expenditures, year-to-date, by quarter.

Attachment V

GEAR UP Michigan: Reaching the Urban Centers
PLAN APPROVAL/MODIFICATION REQUEST

PLAN APPROVAL/MODIFICATION REQUEST

Michigan Department of Labor and Economic Growth

<p>AUTHORITY: GEAR UP</p> <p>COMPLETION: MANDATORY</p> <p>PENALTY: NO FUNDS</p>	<p>The Michigan Department of Labor and Economic Growth does not discriminate in employment or in the provision of services based on race, religion, color, national origin, sex, age, height, weight, marital status, arrest without conviction, disability, political affiliation or belief.</p>
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1. FISCAL AGENT NAME		2. PLAN TITLE	4. PLAN/MODIFICATION NO.
		GEAR UP	03-00

5. PROGRAM PERIOD		6. EFFECTIVE DATE OF PLAN/MODIFICATION		
START	END	MONTH	DAY	YEAR
8-15-2004	8-14-2005	08	15	2004

THE AUTHORIZED HEREBY REQUEST APPROVAL OF THIS DOCUMENT

AUTHORIZED OFFICIAL-Printed Name and Title	
AUTHORIZED OFFICIAL -Signature	DATE

PLAN APPROVAL/MODIFICATION REQUEST
Instructions

Identifying Information

1. Enter the name of the Fiscal Agent Partner Site.
2. Plan Title: Enter the appropriate title for the plan being submitted. “GEAR UP” has been preprinted.
3. Plan/Modification Number: Enter the appropriate plan/modification number. Each fiscal year will begin with the year, a hyphen, and two zero digits (03-00); subsequent modifications will be the next in sequence from 00 forward (i.e., 03-01, 03-02, etc.). “03-00” has been preprinted.
4. Program Period: Identify the time period covered by the specific plan action. “8-15-2004 through 08-14-2005” has been preprinted.
5. Effective Date of Plan/Modification: Identify the effective date of the proposed plan action. The date “8-15-2004” has preprinted.

Attachment VI

GEAR UP Michigan: Reaching the Urban Centers
Assurances and Provisions

GENERAL PROVISIONS

The Grantee agrees to undertake, perform, and complete the services specifically described in the Grantee's Proposal, which is incorporated by reference.

Performance Period

Funds will be made available for the Grantee's eligible expenses during this period in accordance with these Provisions.

Detailed Budget

The detailed Budget and narrative provided is included and incorporated by reference in this grant document. The Grantee agrees that all funds shown in the Budget are to be spent as detailed in the Budget. If funds are not to be spent exactly as detailed in the Budget, the Grantee will notify the Grant Administrator prior to the expenditure of such funds as required under Part II, General Provisions, Section 2.

This grant does not commit the State of Michigan or the Department of Career Development to approve requests for additional funds during or beyond this grant period.

Payment Schedule

Progress payments up to a total of 85% of the annual grant amount may be made upon submission of a Grantee request indicating grant funds received to date, project expenditures to date, and objectives completed to date. Backup documentation such as computer printouts of accounts, ledger sheets, check copies, paid invoices etc. shall be maintained for audit purposes as specified in Part II, Section 3. The payment of the final 15% of the grant shall be made after completion of the project and after the Grant Administrator has received and approved a final report, if applicable. The final payment is also contingent upon the submission of a final invoice that includes expenditures of state funds reported by line item and compared to the approved budget.

Monitoring and Reporting Program Performance

- A. The Grantee shall monitor performance to assure that time schedules are being met, projected work units by time period are being accomplished, and other performance goals are being achieved.
- B. The Grantee shall submit quarterly performance and expenditure reports that briefly present the following information: First report is due Dec 15, 2004 and subsequent reports are due on March 15, 2005; June 15, 2005 and year end report due September 15, 2005.
 - 1. Percent of completion of the project objectives briefly outlining the work accomplished during the reporting period and the work to be completed during the next reporting period.
 - 2. Brief description of problems or delays, real or anticipated, which should be brought to the attention of the Grant Administrator.

Section 1. - If the Grantee seeks reimbursement for indirect costs, justification for the rates must be submitted to the State before the start of the project.

Section 2. - Changes in the line item budget will be allowed only upon prior review and written approval by the Grant Administrator.

Section 3. - The Grantee shall retain all financial records, supporting documents, statistical records, and all other pertinent records for a period of three (3) years after final report is made to the Grantee.

Section 4. - To the extent that it can be determined that interest was earned on advances of Grantor funds, such interest shall be remitted to the Grantor agency. All other program income shall either be added to the project budget and used to further eligible program objectives or deducted from the total program budget for the purpose of determining the amount of reimbursable costs. The final determination shall be made by the Grant Administrator.

Section 5. - The purchase of equipment with a unit cost of more than \$5,000 must have prior approval of the Grant Administrator. Equipment is defined as non-expendable personal property having an acquisition cost of \$5,000 or more and a useful life of more than one year. Such equipment shall be retained by the Grantee.

Section 6. - The Grantee shall adhere to the Generally Accepted Accounting Principles and shall maintain records which will allow for the comparison of actual outlays with budgeted amounts. The Grantee's overall financial management system must ensure effective control over and accountability for all funds received. Accounting records must be supported by source documentation such as time sheets and invoices. The expenditure of state funds shall be reported by line item and compared to the approved budget.

Section 7. - At the discretion of the Grantor, the project may be subject to a final audit prior to or after the final payment.

Section 8. - The Grantee agrees to comply with all pertinent federal and state regulations and legislation involving civil rights, equal opportunity and affirmative action including (but not limited to) Title VI of the Civil Rights Act of 1964, and Act No. 453, Michigan Public Acts of 1976.

Section 9. - The Grantee agrees that all procurement transactions involving the use of state funds shall be conducted in a manner that provides maximum open and free competition consistent with the following provisions. When competitive selection is not feasible or practical, the Grantee agrees to obtain the written approval of the Grant Administrator before making a sole source selection. Sole source contracts should be negotiated to the extent that such negotiation is possible. Competitive procurement with funds provided for by this grant shall be made in accordance with P.A. 431 of 1984 (the "Management and Budget Act") and other pertinent state purchasing procedures.

Section 10. - The Grantee, all contractors, and subcontractors will provide and maintain during the term of this grant public liability, property damage, and workers' compensation insurance insuring the interests of all parties to this grant against any and all claims which may arise out of the Grantee's or subcontractor's operations under the terms of this grant. The name of the Grantee and the Grant number must be shown on the certificate of insurance to assure correct filing. It is agreed that in the event that any carrier of such insurance exercises cancellation, notice will be made immediately to the State of such cancellation.

Section 11. - The Grantee, all contractors, and subcontractors are responsible for insuring that all precautions are exercised at all times for the protection of persons and property. The safety provision of all applicable laws and building and construction codes shall be observed. The Grantee, contractors, and every subcontractor are responsible for compliance with all federal and state laws and municipal ordinances and regulations in any manner affecting the work or performance of this grant and shall at all times carefully observe and comply with all rules, ordinances, and regulations. The Grantee, all contractors, and subcontractors shall secure all necessary certificates and permits from municipal or other public authorities as may be required in connection with the performance of this grant.

Section 12. - The Grantee shall indemnify, defend, and hold harmless the State, its departments, divisions, agencies, sections, commissions, officers, employees, and agents, from and against all losses, liabilities, penalties, fines, damages, and claims (including taxes), and all related costs and expenses (including reasonable attorneys' fees and disbursements and costs of investigation, litigation, settlement, judgment, interest, and penalty), arising from or in connection with any of the following:

- A. any claim, demand, action, citation, or legal proceeding against the State, its employees and agents arising out of or resulting from (1) the product provided or (2) performance of the work, duties, responsibilities, actions, or omissions of the Grantee or any of its subcontractors under this grant;
- B. any claim, demand, action, citation, or legal proceeding against the State, its employees and agents arising out of or resulting from a breach by the Grantee of any representation or warranty made by the Grantee in the grant;
- C. any claim, demand, action, citation, or legal proceeding against the State, its employees and agents arising out of or related to occurrences that the Grantee is required to insure against as provided for in this grant;
- D. any claim, demand, action, citation, or legal proceeding against the State, its employees and agents arising out of or resulting from the death or bodily injury of any person, or the damage, loss, or destruction of any real or tangible personal property, in connection with the performance of services by the Grantee, by any of its subcontractors, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable; provided, however, that this indemnification obligation shall not apply to the extent, if any, that such death, bodily injury, or property damage is caused solely by the negligence or reckless or intentional wrongful conduct of the State;
- E. any claim, demand, action, citation, or legal proceeding against the State, its employees and agents which results from an act or omission of the Grantee or any of its subcontractors in its or their capacity as an employer of a person;
- F. any claim, demand, action, citation, or legal proceeding against the State, its employees and agents incurred in connection with any action or proceeding threatened or brought against the State to the extent that such action or proceeding is based on a claim that any piece of equipment, software, commodity, or service supplied by the Grantee or its

subcontractors, or the operation of such equipment, software, commodity, or service, or the use or reproduction of any documentation provided with such equipment, software, commodity, or service infringes any United States or foreign patent, copyright, trade secret, or other proprietary right of any person or entity, which right is enforceable under the laws of the United States. In addition, should the equipment, software, commodity, or service, or the operation thereof, become or in the Grantee's opinion be likely to become the subject of a claim of infringement, the Grantee shall at the Grantee's sole expense (i) procure for the State the right to continue using the equipment, software, commodity, or service or, if such option is not reasonably available to the Grantee, (ii) replace or modify the same with equipment, software, commodity, or service of equivalent function and performance so that it becomes non-infringing, or, if such option is not reasonably available to the Grantee, (iii) accept its return by the State with appropriate credits to the State against the Grantee's charges and reimburse the State for any losses or costs incurred as a consequence of the State ceasing its use and returning it.

In any and all claims against the State of Michigan, or any of its agents or employees, by any employee of the Grantee or any of its subcontractors, the indemnification obligation under the grant shall not be limited in any way by the amount or type of damages, compensation, or benefits payable by or for the Grantee or any of its subcontractors under workers' disability compensation acts, disability benefits acts, or other employee benefits acts. The indemnification provisions of this document are intended to be comprehensive. Any overlap in subclauses, or the fact that greater specificity is provided as to some categories of risk, is not intended to limit the scope of indemnification under any other subclause.

Section 13. - The State may cancel this grant for any of the following reasons:

- a. Default of the Grantee: In case of default by the Grantee, the State may immediately cancel the grant or purchase order without further liability to the State, its departments, agencies, and employees. The State may procure the articles or services from other sources, and may hold the Grantee responsible for any excess costs incurred. Default is defined as the failure of the Grantee to fulfill the obligations of the quotation, grant, or purchase order.
- b. Lack of Further Need for the Service or Commodity: In the event that the State no longer needs the service or commodity specified in the grant or purchase order due to program changes, changes in law, rules or regulations, relocation of offices, or insufficient funding, the State may cancel the grant or purchase order, without further liability to the State, its department, agencies, and employees by giving the Grantee written notice of such cancellation 30 days prior to the date of cancellation.
- c. Failure of the Legislature or the Federal Government to Provide the Necessary Funding: In the event that the Legislature or the federal government fails to provide or terminates the funding necessary for this grant, the State may cancel the grant by providing written notice to the Grantee 30 days prior to the date of cancellation *provided*, however, that in the event the action of the Legislature or federal government results in an immediate absence or termination of funding, cancellation may be made effective immediately upon delivery of written notification to the Grantee. In the event of a termination under this sub-paragraph, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the grant.

- d. Upon Order of a Court or Direction by the Federal Government: In the event of a court order halting or suspending activities under the grant or, in the case of a grant involving federal funds or otherwise subject to federal oversight, issuance of an order or directive by the federal government halting or suspending activities under the grant, the State shall promptly notify the Grantee in writing of the entry or receipt of such order and shall direct the Grantee to take immediate action in conformity with such order or directive. In the event of a termination or suspension of the grant under this sub-paragraph, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the grant.
- e. Criminal Conviction: The State may immediately cancel the grant or purchase order without further liability to the State, its departments, agencies, and employees if the Grantee, an officer of the Grantee, or an owner of a 25% or greater share of the Grantee is convicted of a criminal offense incident to the application for or performance of a State, public, or private grant or subcontract; or convicted of a criminal offense incident to the application for or performance of a State, public or private grant or subcontract; or convicted of a criminal offense including, but not limited to, any of the following: embezzlement, theft, forgery, bribery, falsification, or destruction of records, receiving stolen property, attempting to influence a public employee to breach the ethical conduct standards for State of Michigan employees; convicted under state or federal antitrust statutes; or convicted of any other criminal offense which in the sole discretion of the State, reflects on the Grantee's business integrity.

Section 14. - The Grantor expects to share in any cost savings realized by the Grantee. Therefore, final Grantee reimbursement will be based on actual expenditures. Exceptions to this requirement must be approved in writing by the Grant Administrator.

Section 15. - No member of the Legislature of the State of Michigan or any individual employed by the State shall be permitted to share in this grant, or any benefit that arises therefrom.

Section 16. - The signatories warrant that they are empowered to enter into this Grant Agreement and that it is hereby accepted.

ADDITIONAL ASSURANCES AND CERTIFICATIONS

In connection with the performance of work, GEAR UP sites agree or certify as follows:

1. The GEAR UP site will not discriminate against any employee, applicant for employment, or applicant for services provided by any MDLEG funds because of Race, Religion, Color, National Origin, Sex, Age, Height, Weight, Marital Status, Disability, Arrest Without Conviction, or other categories or groups protected by the law. The GEAR UP site will take affirmative action to ensure that applicants receive services, that applicants are employed and that employees are treated during employment without regard to Race, Religion, Color, National Origin, Sex, Age, Height, Weight, Marital Status, Handicap, Arrest Without Conviction, or other categories or groups protected by law. Such action will include, but is not limited to, the following: Employment, Upgrading, Demotion or Transfer, Recruitment Advertising, Layoff or Termination, Rates of Pay or other forms of Compensation, and Selection for Training, including Apprenticeship. See:

- a. Executive Order 11246, as amended by 11375 (41 CFR parts 60-64);
 - b. The Rehabilitation Act of 1973, as amended, Sections 503 and 504 (29 USC 793 and 794), PL 93-112;
 - c. The Americans with Disabilities Act of 1990 (42 USC 12101 et seq.), PL 101-336;
 - d. The Immigration and Naturalization Act of 1986 (8 USC 1324a), PL 99-603;
 - e. The Age Discrimination Act of 1975, as amended (29 USC 621), PL 94-135;
 - f. The Family and Medical Leave Act of 1993 (29 USC 2601), PL 103-3;
 - g. The Pregnancy Discrimination Act of 1975 (92 Stat 2076), PL 95-555;
 - h. The Civil Rights Act of 1964, Titles VI and VII (42 USC 2000 et seq.), PL 88-352;
 - i. The Civil Rights Act of 1968, Title VIII (42 USC 300 et seq.), PL 90-284;
 - j. The Civil Rights Restoration Act of 1991 (20 USC 1686-1688), 29 USC 706 and 709, 42 USC 2000[d]-4[a] and 6107) PL 100-259;
 - k. The Education Amendments of 1972, Title IX, as amended (29 USC 1681), PL 92-318, PL 93-568, and PL 94-482;
 - l. The Older Americans Act of 1965 as amended (47 USC 3001 and 3056 et seq.), PL 89-73;
 - m. Military Selective Service Act, Title I, Section 3, as amended (50 USC 453), PL 97-86;
 - n. Affirmative Action Provisions of the Vietnam Era Veterans' Readjustment Assistance Act, as amended (38 USC 4218), PL 72-74;
 - o. Equal Pay Act of 1963, as amended (29 USC 206d, PL 88-38;
 - p. The Privacy Act of 1974 (5 USC 522a[e][3], PL 93-579;
 - q. The Elliott Larsen-Civil Rights Act, as amended (MCLA 37.2101 et seq.), 1976, PA 456;
 - r. The Whistle Blower's Protection Act (MCLA 15.361 et seq.), 1980 PA 469;
 - s. Persons with Disabilities Civil Rights Act (MCLA 37.1101 et seq.) PA 220 of 1976;
 - t. The Federal Hatch Act (5 U.S.C. Sections 1501-1508)
2. GEAR UP sites must comply with all applicable Federal and State laws including, but not limited to, the following:
- a. The Michigan Youth Employment Standards Act, as amended (MCLA 409.101-124), PA 90 of 1978; or the Federal Child Labor Regulations, Part 570, as amended, whichever is more stringent.
 - b. Michigan Minimum Wage Law, as amended (MCLA 408.381-398), PA 154 of 1964;
 - c. Michigan Payment of Wages and Fringe Benefits, as amended (MCLA 408.471-583), PA 390 of 1978; and Overtime Protection (MCLA 408.477), PA 390 of 1978);
 - d. Michigan Workers' Disability Compensation Act, as amended (MCLA 418.101-941); and Administrative Rules, PA 317 of 1969;
 - e. Michigan Open Meetings Act, as amended (MCLA 15.261 et. seq), PA 267 of 1976;
 - f. Contracts with Employers Engaging in Unfair Practices, as amended (MCLA 423.321etseq.), PA278of1980;

- g. Michigan Occupational Safety and Health Act, as amended (MCLA 408.1001-1094); PA 154 of 1974;
- h. Michigan Right to Know Act (MCLA 408.1014a-1014n), PA 80 of 1986;
- i. MCL 35.1093 (PA 39 of 1994), insuring delivery of effective and equitable employment services to Veterans.
- j. Social Welfare Act 280, P.A. 1939, as amended (MCLA 400.55a and 400 56f).
- k. Title IV-F of the Social Security Act (P.L. 74-271), as amended.
- l. Michigan welfare policy provisions; Public Act 223 of 1995
- m. Title IV-A of the Social Security Act (P.L. 74-271) as amended;
- n. Forty-five Code of Federal Regulations (CFR); Parts 201-257;
- o. Food Stamp Act of 1977 (P.L. 105-33) as amended;
- p. Seven Code of Federal Regulations (CFR); Parts 271, 272, 273.
- q. The Workforce Investment Act of 1998.
- r. Education Department General Administrative Regulations (EDGAR); CFR part 694 as applicable.

Publication Rights

All interim, draft, and final reports and other documentation, including machine-readable materials produced by the MWA in connection with the work provided for under this plan, shall be deemed to be works for hire and all rights including copyright and publication rights shall vest in the state. The partner site shall not publish any of the results of the work without the prior written permission of the MDLEG. GEAR UP SITES shall acknowledge the U.S. Department of Education and MDLEG as the funding source in all written materials and presentations that are partially or fully funded by GEAR UP.

Financial Responsibility and Liability

The Chief Elected Official for each local area is liable for all funds received through the MDLEG.

Records and Reports

GEAR UP sites shall provide to the state and federal government, and its designated agents, access and the right to examine and audit all records, books, papers, tapes, or documents related to the programs funded by this grant.

Grievance Procedure

Site officials shall develop, maintain, and make available to student participants, subgrantees, subcontractors, employees, one-stop partners, service providers, providers of training services, and other interested parties, a procedure for grievances which involves funds received from the MDLEG. Participants, subgrantees, subcontractors, employees, one-stop partners, service providers, providers of training services, and other interested parties shall sign and date documentation acknowledging receipt of grievance procedures. The documentation shall be maintained for review.

Conflict of Interest

No employee of a GEAR UP site shall create or allow to be created, any situation that causes a conflict of interest or the appearance of a conflict of interest with the employee's job responsibilities. A conflict of interest is a situation where the employee's conduct or the personal or financial interests of an employee or a member of the employee's immediate family may tend to impair the employee's independence of judgment or action in the performance of

**THIS POLICY APPLIES TO ALL PROGRAMS ADMINISTERED
BY THE MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH**

It is the policy of the State of Michigan to assure that equal opportunity will be provided under any contract, program, or activity funded in whole or in part with funds made available by or thorough any state department, institution, or agency.

All recipients of financial assistance are required to assure the equitable treatment of all persons in the opportunity for employment as well as their access to, and receipt of, program services without discrimination based upon religion, race, color, national origin, age, sex, height, weight, marital state, arrest record, disabled, or other non-merit factors.

This policy applies to all programs administered by the State, sub-grantees, contractors, and subcontractors. All personnel will actively promote equal employment opportunity within their respective organizational units. This policy extends to the active recruitment of female and minority-owned enterprises in the delivery of services related to employment and training.

This policy will affect all employment and training practices including, but not limited to: recruitment, hiring, transfer, promotions, training, compensation, benefits, layoffs, placements, and selection of sub-grantees and contractors.

To ensure compliance with the established policy, a goal-oriented program has been structured with specific targets and timetables. Failure on the part of sub-grantees and contractors to comply with this policy will jeopardize initial, continued, or renewed funding under federal and state-funded programs.

The Government Performance and Results Act (GPRA)**What is GPRA?**

The Government Performance and Results Act of 1993 is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly State what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In doing so, it is expected that GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the department will work to improve education for all children and adults in the United States. The Department's goals, as listed in the plan, are:

- Goal 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship; further learning, and productive employment.
- Goal 2: Build a solid foundation for learning for all children.
- Goal 3: Ensure access to postsecondary education and lifelong learning.
- Goal 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.

The performance indicators for the GEAR UP Program are part of the Department's plan for meeting Goals 1, 2, and 3. GEAR UP places special emphasis on one of the Department's objectives for Goal 3 which is that "secondary school students get the information and support they need to prepare successfully for postsecondary education."

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)*

Goal: To ensure that disadvantaged middle school and secondary school students are prepared for, pursue, and succeed in postsecondary education.

Relationship of Program to Volume 1, Department-wide Objective 3.1 (secondary school students get the information, skills, and support they need to prepare successfully for postsecondary education) by creating local partnership and state programs to provide information and individualized support services such as mentoring and tutoring to middle and secondary school students and their parents to help students prepare for postsecondary education.

FY 2000-\$200,000,000

FY 2001-\$295,000,000

OBJECTIVE 1: INCREASE THE ACADEMIC PERFORMANCE AND PREPARATION FOR POSTSECONDARY EDUCATION OF PARTICIPATING STUDENTS.

Indicator 1.1 Completion of academically challenging curricula: Program participants will successfully complete college preparatory courses such as algebra, geometry, chemistry, and physics at increasing rates.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>The percent of seventh graders who passed the following subject areas.</i>			Status: New program; performance data not yet available.	Source: Annual program performance reports and program evaluation study. <i>Frequency: Annually</i> <i>Next Update: 2000</i>
Year	Actual Performance	Performance Targets	Explanation: Interim data will be collected on successful completion of core academic subjects until students reach grades where they may take algebra, geometry, etc.	Validation Procedure: No formal validation procedure used. Limitations of Data and Planned Improvements: None
1999:	No data available	N/A		
2000:		Baseline data		
2001:		Continuing increase		

OBJECTIVE 2: INCREASE THE RATE OF HIGH SCHOOL GRADUATION AND PARTICIPATION IN POSTSECONDARY EDUCATION OF PARTICIPATING STUDENTS.

Indicator 2.1 Attendance, high school completion, and postsecondary enrollment: Program participants will have high rates of attendance in school, be promoted to the next grade level on time, and successfully complete high school and enroll in postsecondary education programs at increasing rates.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>The percentage of participating seventh graders promoted to the next grade level and the percentage with high rates of attendance.</i>			Status: New program; performance data not yet available.	Source: Annual program performance reports and program evaluation study. <i>Frequency: Annually</i> <i>Next Update: 2000</i>
Year	Actual Performance	Performance Targets	Explanation: First data available in 2000	Validation Procedure: No formal validation procedure used. Limitations of Data and Planned Improvements: None
1999:	No data available	N/A		
2000:		Baseline data		
2001:		Continuing increase		

These will be updated yearly.

OBJECTIVE 3: INCREASE EDUCATIONAL EXPECTATIONS FOR PARTICIPATING STUDENTS AND STUDENT AND FAMILY KNOWLEDGE OF POSTSECONDARY EDUCATION OPTIONS, PREPARATION, AND FINANCING.

Indicator 3.1 Knowledge of postsecondary education costs, financing, and academic preparation: Program assistants and their families will increasingly report having knowledge of postsecondary education costs, available financial aid, and necessary academic preparation for college.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program; performance data not yet available. Explanation: First data available in 2000	Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually <i>Next Update:</i> 2000 Validation Procedure: No formal validation procedure used. Limitations of Data and Planned Improvements: None
FY 1999	No data available	N/A		
FY 2000		Baseline data		
FY 2001		Continuing increase		

Indicator 3.2 Student, family, and teacher expectations: Participating students, their families, and their teachers will have high educational expectations, which are sustained throughout the life of the program.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: New program; performance data not yet available. Explanation: First data available in 2000	Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually <i>Next Update:</i> 2000 Validation Procedure: No formal validation procedure used. Limitations of Data and Planned Improvements: None
FY 1999	No data available	N/A		
FY 2000		Baseline data		
FY 2001		Sustained high expectations		

KEY STRATEGIES

Strategies Continued from 1999

- Disseminate information to prospective applicants, collect and report information on best practices, and support high-quality projects by working with national organizations such as the Ford Foundation.
- Provide grantee flexibility and ensure program integrity and accountability by working with the community to develop program regulations and other program requirements that impose minimal burden.

New or Strengthened Strategies

- Provide sites and their partners with technical assistance through telephone contact, e-mail, and periodic workshops to forge a results-oriented program, in which sites' services (a) are directly linked to annual objectives and program goals, (b) are based on empirical evidence that attests to their effectiveness in raising the aspirations and academic performance of low-income youth, and (c) produce measurable, quantifiable outcomes.
- Write and disseminate technical memoranda to sites on issues such as collecting, maintaining, and assessing baseline data on students; and establishing benchmarks of expected levels of achievement at specific intervals during the year.
- Develop data shells to facilitate sites' collection, assessment, and submission of student demographic, program participation, and outcome data.
- Develop a standardized annual performance report.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- Supplements HUD efforts to provide educational assistance to other supports to children and parents living in public housing, as defined in section 3(b) (1) of the US Housing Act of 1937.
- Fosters a relationship between the US Department of Education and Health and Human Services (HHS), because the GEAR UP legislation requires state sites that do not use a whole-grade cohort approach to target students in preschool through 12th grade who are eligible for Title I services, free or reduced price meals under the National School Lunch Act (NSLA), or assistance under Temporary Assistance to Needy Families (TANF), as authorized by Title I of the Personal Responsibility and Work Opportunity Reconciliation act of 1996.
- Encourages sites to assist HHS in its efforts to provide information to low-income parents with respect to Children's Health Insurance Program (CHIP).
- Coordinates resources, data collection, and analysis efforts, and policy with other with other primary Federal initiatives, such as the 10 Regional Educational Laboratories and 6 Regional Technology in Education Consortia, in order to obtain technical assistance in areas such as assessment and accountability; curriculum, learning, and instruction; technology; and urban education.
- Takes the initiative to coordinate with, complement, and enhance the efforts of state programs and initiatives such as Liberty Partnership Program and Science and Technology Entry Program in New York and local initiatives such as Boston Compact and the Boston Plan for Excellence (MA).

CHALLENGES TO ACHIEVING PROGRAM GOAL

- Ensuring that the intervention strategies (a) are based on empirical evidence that attests to their effectiveness in preparing low-income youth for more advanced learning and (b) produce measurable and quantifiable outcomes.
- Ensuring that GEAR UP students actively and consistently participate in services that address their educational needs; enhance their capacity for more accelerated learning, and improve their classroom achievement, standardized test scores, and ability to meet rigorous college entrance requirements.
- Ensuring that sites will
 - (a) benchmark the progress of students, by setting expected values of student achievement at specific intervals during the school year;
 - (b) use valid, analytically sound methods to measure students classroom performance;
 - (c) assess students' knowledge of college programs, costs, and financing opportunities;
 - (d) compare expected to actual values of student performance at frequent time intervals; and
 - (e) make appropriate adjustments to the type, quality, frequency, and duration of GEAR UP provisions.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted – N/A

Dropped – N/A

From FY 2000 Annual Plan (last year)

Adjusted

- Objective 3 became this year's Objective 2, and is worded, "Increase the rate of high school graduation and participation in postsecondary education of participating students."
- Objective 2 became this year's Objective 3, and is worded, "increase educational expectations for participating students, and student and family knowledge of postsecondary options, preparation, and financing."
- The number of objectives has been reduced from five (last year) to three (this year).
- Last year's indicators 1.2 and 3.1 were combined to streamline performance plans, resulting in this year's Indicator 2.1. Last year's Indicator 2.1 and 2.3 were combined to streamline performance plans, resulting in this year's Indicator 3.1.
- The term "guidance counselors" was eliminated in Indicator 2.2 because of measurement difficulties and in order to reduce reporting burden on sites, resulting in this year's Indicator 3.2.

Dropped

- Objectives 4 and 5 were dropped.
- Indicators 1.3, 4.1, 4.2, and 5.1 were dropped because they did not measure program outcomes. These indicators will be retained for internal management purposes.
- The number of indicators has been reduced from 10 (last year) to 4 (this year).

New – None.

RESOURCES TO HELP GEAR UP PROJECTS

Many resources are available on our web site. Some are also available in printed form. Contact our office for more information at (202) 502-7803.

- **Think College Early WEB SITE.** The Think College Early public information campaign includes many resources and publication, including the Think College Early web site. In addition to offering on-line copies of many publications, this web site provides information, strategies and resources to help middle grades students, parents, educators, community organizations, businesses, and others learn how to promote early college awareness. (<http://www.ed.gov/thinkcollege/early>)
- **Think College Early LISTSERV.** This newsletter, distributed over e-mail, offers strategies for heightening early college awareness within schools, updates on pertinent legislation, and information about listproc@inet.ed.gov from your own computer: *subscribe thinkcoll yourfirstname yourlastname*.
- **STUDENT PUBLICATION: *Think College? Me? Now?*** A roadmap to college for middle and junior high school students, this publication helps students to understand what it means and what it takes to get ready for college: Setting high expectations, taking the right courses, finding a mentor, and learning about how to pay for college. To order, FedAid call toll-free 1-800-4 FED-AID.
- **Partnership for Family Involvement in Education.** The partnership was started in September 1994 by the Secretary of Education, Richard W. Riley, in an effort to join together employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. This web site contains: links to publications to help develop effective projects and partnerships; a listing of thousands of organizations are currently members of the Partnership, representing every state in the country; suggestions to help build partnerships; and it allows organizations to connect with other groups to share and learn from one another. (<http://pfie.ed.gov/>).
- **Expanding Federal Work-Study and Community Service Opportunities,** (<http://www.ed.gov/offices/OPE/pubs/WorkStudy/>)
- **Federal Work Study Waivers for Reading and Math Tutors:** On July 1, 1997, the U.S. Department of Education issued a regulation encouraging Federal work-study students to serve as reading tutors by waiving the requirement that employers pay part of their wages. The Clinton-Gore Administration is expanding the Federal Work-Study Waiver to include mathematics tutoring, effective July 1, 1999. (<http://www.ed.gov/inits/Math/acc/fws-fact.html>)

- **America Counts.** A U.S. Department of Education initiative to help all students master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade. (<http://www.ed.gov/inits/Math/>)
- **America Reads.** The goal of the America Reads Challenge is to ensure that every child can read independently by the end of the third grade. To achieve this goal, the President called for a substantial increase in the number of tutors and mentors available to young children. (<http://www.cns.gov/areads/>)
- **AmeriCorps.** Information about how your organization can be a partner in service with AmeriCorps. (<http://www.cns.gov/partners/index.html>)
- **Federal Resources for Educational Excellence.** On April 18, 1997, President Clinton asked Federal agencies to determine what “resource you can make available that would enrich the Internet as a tool for teaching and learning.” In response, more than 30 Federal agencies formed a working group to make hundreds of federally supported education resources available at this web site. (<http://www.ed.gov/free/>)